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ABSTRACT

This trainer manual is a collection of student activities adapted or adopted from numerous exemplary, nationwide projects focusing on the problem of sex bias and sex role stereotyping. The materials are designed to assist school personnel in the development of sex equity programs or the infusion of such programs into existing subject areas. The guide is divided into four chapters of activities, with lesson plan outlines, purpose, setting, materials, time, and group process techniques. An annotated bibliography of resource materials is also included. This guide is intended for use with secondary school teachers as well as teachers of special needs and special education students. (NRB)

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A MODEL SEX EQUITY PROGRAM

Trainer Manual

Developed under a Grant from
Vocational-Technical Education Service
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CG 015388

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ACKNOWLEDGEMENTS

During 1979-80, the Vocational-Technical Education Service, Michigan Department of Education, funded thirteen projects across the state to develop sex-equity curriculum and staff development programs. The goal of these projects, coordinated by Dr. Sara Lincoln, Office for Occupational Opportunity, Michigan Department of Education, was to create model programs which whould increase the number of male and female students entering careers and vocational programs considered nontraditional for their sex. Two of the funded projects, Macomb and Wayne Intermediate School Districts, collaborated in developing the model curriculum described in this guide, entitled Expanding Career Options (ECO).

Expanding Career Options is a collection of student activities adapted or adopted from a number of exemplary projects throughout the nation that have focused on the problem of sex bias and sex role stereotyping. Hopefully it will stimulate you to adopt or adapt the activities as you develop your own sex equity programs. These activities can also be infused into your subject or program area and can be used to create new strategies.

Most of the activities have been adopted or adapted from the following programs:

1. Expanding Vocational Options (Western Michigan University),
2. New Pioneers (No. Carolina State Department of Education, developed by Amanda Smith),
3. Project MOVE (Cornell University),
4. Project ASPIRE (Livonia, Michigan Public Schools),
5. FREESTYLE Project (Los Angeles County Public Schools),
6. Deciding Program (College Entrance Examination Board), and
7. Try It, You'll Like It (American Vocational Association).

Several people have been instrumental in the development of this guide. Joyce Fouts, Jim Mahrt (Wayne County Intermediate School District) and Suzanne Lewandowski (Macomb Intermediate School District) developed the first edition. Using the input and suggestions of the many teachers who implemented the original ECO program, they developed the present guide. Pamela Wingerter (Marshall Public Schools) did all the illustrations as well as providing many layout suggestions. Finally, Betty Szymanski suffered patiently through endless revisions and did an outstanding job typing the guide and coordinating the printing.

We hope that Expanding Career Options will be helpful to you as you seek to reduce the effects of sex bias and sex role stereotyping and expand the options of young people.

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Wayne County ISD

Joyce Fouts
Wayne County ISD

Suzanne Lewandowski
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INTRODUCTION

There is a broader range of educational and career opportunities open to students than ever before. This increase has been due, in part, to federal legislation. These have helped open new doors for everyone, especially women. But, if students are to take advantage of these opportunities they must be prepared. Changes in school curriculum will be needed.

"Studies of vocational education programs in recent years have found most programs lacking in providing for sex equity in their program offerings, staff attitudes, curriculum materials, and patterns of student enrollment. Since more than half of all women are now in the labor force, with the percentage continuing to rise, it is especailly important that vocational education programs that prepare these workers be free of sex bias." [1]

Sex bias can never be totally eliminated. We are all biased to some degree and its effects are everywhere. However, stereotypes are learned behaviors and can be unlearned. Teachers need to help students understand their biases and how these biases restrict their career choices.

The goals of sex equity as defined by Amanda Smith, formerly Director of the New Pioneers Program in North Carolina and presently a nationally known sex equity consultant, are to identify and use the opportunities you already have to (a) build trust and partnerships between the sexes and (b) expand career opportunities for all.

Changing how students form and view sex-role concepts will not be easy. Students maintain strong convictions, sometimes overt but often subtle, about the appropriateness of certain activities, attitudes, or traits for their particular sex. These deeply socialized stereotypes are difficult to confront and redirect.

Change is possible. Curriculum infusion of model units is only a beginning to help students become aware of the new possibilities and opportunities of expanding career and human potential.

The materials in this guide have been successfully infused in not only a wide variety of secondary classrooms, but also have been used with special needs and special education students.

This model program is a beginning structure. New ideas, recomendations and activities will only enhance the lessons plans. Sex equity is a controversial and exciting area that has impact on everyone. It is imperative to remember that, the most powerful predictors of change in students is the enthusiasm and convictions of individual teachers.

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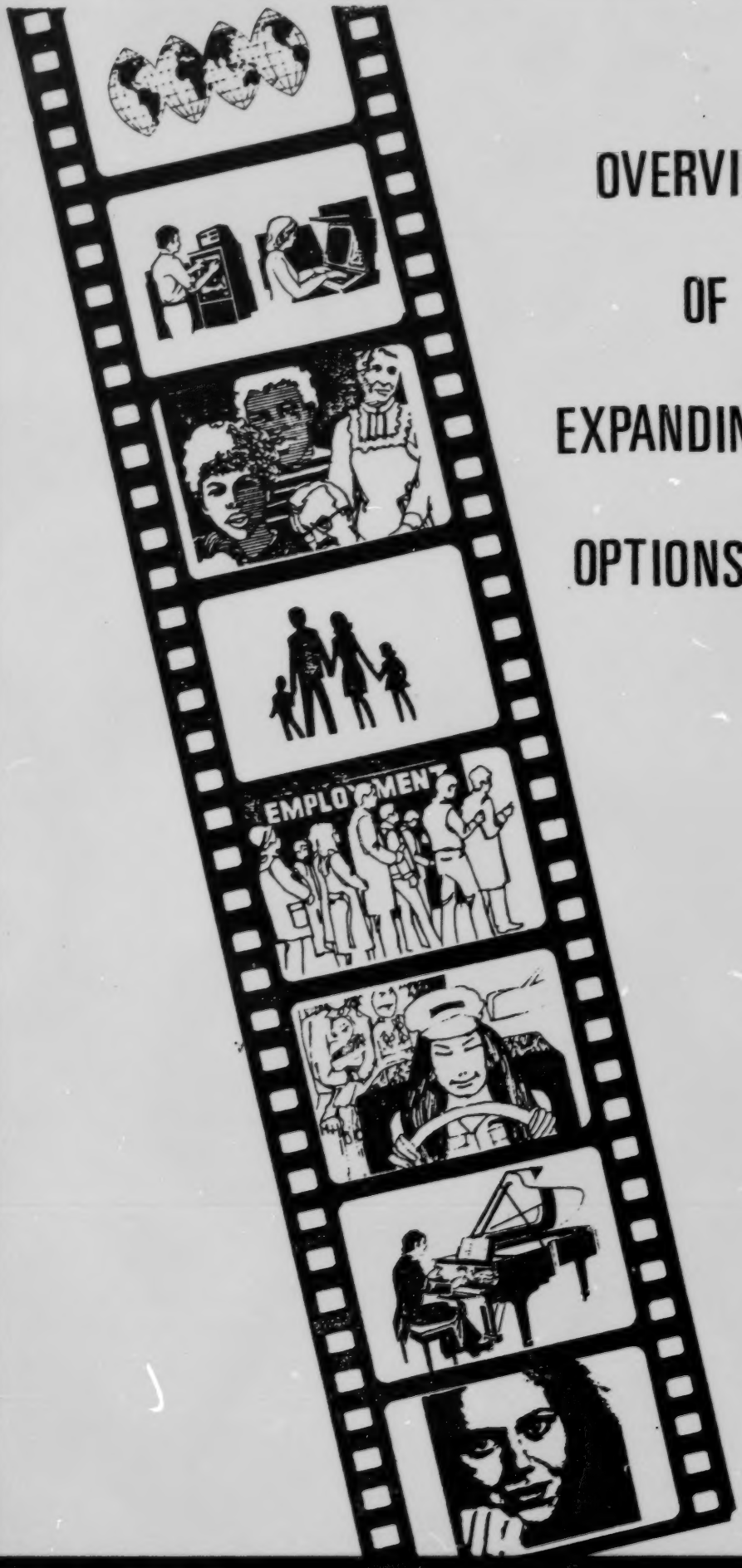
1 Expanding Vocation Options Research, Western Michigan University - 1979.



OVERVIEW

OF

EXPANDING CAREER

OPTIONS PROGRAM

PROCESS DEFINITIONS

Frequent reference is made to the following group process strategies throughout this guide. Teachers are encouraged to incorporate these and other familiar strategies into training classroom sessions, adapting to the needs of the participating group.

Brainstorming - A widely-used problem solving tool which encourages participants to use their imaginations and be creative. It helps elicit numerous ideas focused on a given topic. Quantity is encouraged. Quantity eventually breeds quality. After a question is posed by the facilitator, participants call out or list any and all ideas without taking time to comment or evaluate. The ban on evaluation is then lifted and groups or individuals work to build upon or modify the ideas generated into a specific theme suggested by facilitator.

Fishbowl - A discussion strategy which encourages group listening. A group forms two concentric circles. The inner circle are the focus as participants share ideas centered on a topic assigned by the facilitator. The outer circle members may participate in two ways:

a. By listening, without interruption.
b. By involving themselves in the discussion individually. This can only occur when one empty seat has been established as part of the inner circle. The speaker must take that seat, express his/her thoughts, and return to the outer circle.

Small Group Techniques

Involving the students in the small-group process early helps to set the scene for later student-centered activities. If you begin with a great deal of teacher-centered activity and talk, the students may be less receptive to the later use of group processes.

You may find the students less secure in group processes than in teacher-centered activities. Your students, especially those who have long been told what to do by their teachers, will need your support and encouragement as they become more involved and exercise greater initiative in their work.

Note: The activities suggested for each day may be more than could be implemented. We intentionally include several activities so you could choose. Therefore, you will want to decide which activities would be best for your situation and your teaching styles.

Also, you may want to change some activities or substitute similar ones that you have tried before. The model plan is to provide a structure and to stimulate your thinking. We hope you will use them to design the best program for your school.

ACTIVITIES FOR WEEK ONE

LESSON PLANS

FIRST WEEK

Objective: Create an awareness of sex-role stereotyping and career development in general.

MONDAY

1) Pre-Test - Program Survey I
2) Coat of Arms
3) Traditionally Speaking
4) What is Sex Role Stereotyping?
5) Find A Stereotype

Page numbers for each activity are found in the Table of Contents

Alternative Strategies - Show "Expanding Roles in a Changing World" - Project MOVE filmstrip. (See bibliography.)

TUESDAY

1) X: A Fabulous Child's Story
2) Caveman Study
3) Expanding Language
4) SRS Project

WEDNESDAY

1) Society's Influence on Sex Bias
2) Media Messages

THURSDAY

1) Pick one of the following three:

   A. Fantasy
   B. Picture This
   C. Role Reversal

2) Personal Journal

FRIDAY

1) Career Life Line

Choose from the following media (see bibliography).

   A. "Changing Images"
   B. When I Grow Up" (secondary emphasis)
   C. Cheers (middle school emphasis)

2) Occupational Interview

PROGRAM SURVEY II Rev. 9/80

Expanding Career Options Project

Identification Data (Mark an "x" in the box next to answer which is correct for you or write the information in the blanks).

1. Phone Number: ☐☐☐ – ☐☐☐☐

2. Teacher's Name: _____
☐☐☐ (Ignore this box)

3. Class Hour: _____
☐☐☐ (Ignore this box)

4. School Name: _____
☐☐☐ (Ignore this box)

5. School District Name: _____
☐☐☐ (Ignore this box)

6. Sex:
☐ Male
☐ Female

7. Group:
☐ 1
☐ 2

8. Test:
☐ 1
☐ 2

9. Grade:
☐ 6 ☐ 10
☐ 7 ☐ 11
☐ 8 ☐ 12
☐ 9 ☐ Over 12

There are several sections to this survey. Each section asks you to answer questions in a different way. Read the directions for each section and then answer the questions. If you need help, ask your teacher or counselor.

SECTION A

DIRECTIONS: For items 10-13 mark an "x" in the box next to the answer which is correct for you.

10. What are your plans for education beyond high school?

☐ A. junior or community college
☐ B. four year college or university
☐ C. business or technical school
☐ D. on-the-job training or apprenticeship training
☐ E. none

11. What are your work plans for working after graduating from high school or leaving before high school graduation?

☐ A. begin working immediately
☐ B. begin working after more education or training
☐ C. do not plan to work
☐ D. undecided, but I have given it quite a bit of thought
☐ E. undecided, I haven't really thought too much about it yet

12. How many females who live in your home work outside the home?

- ☐ A. 0
- ☐ B. 1
- ☐ C. 2
- ☐ D. 3
- ☐ E. 4 or more

13. Have you decided on a job or career yet?

- ☐ A. Yes
- ☐ B. No

SECTION B

DIRECTIONS: For items 14-21, mark the box next to true if you think the statement is true, mark the box next to false if you think the statement is false.

14. People who work at jobs like plumbing, welding, electrician, etc. earn below an average income.

- ☐ True
- ☐ False

15. Females tend to prepare for jobs which are lower paying than those for which males prepare.

- ☐ True
- ☐ False

16. Advertising reinforces the pattern of males going into certain jobs and females going into other jobs.

- ☐ True
- ☐ False

17. About 30% of all engineers and physicians in the United States are women.

- ☐ True
- ☐ False

18. It is legal for employers to refuse a person employment because they are male or because they are female.

- ☐ True
- ☐ False

19. Today there are few job openings for women in skilled jobs such as plumbing and welding.

- ☐ True
- ☐ False

20. The typical women worker today is single and under 25.

- ☐ True
- ☐ False

21. In high school, a girl can learn to be an auto mechanic.

☐True
☐False

SECTION C

DIRECTIONS: For items 22-26, mark the box next to the best answer for each question.

22. Of all married women, approximately ___% are working outside the home.

☐A. 10
☐B. 40
☐C. 60
☐D. 85

23. ___ out of 10 married women will work outside the home for a good part of their life.

☐A. 3
☐B. 5
☐C. 6
☐D. 9

24. The average income of working women who have earned a college degree is equal to that of the average income of working men who have finished

☐A. 8th grade
☐B. high school
☐C. college
☐D. graduate training

25. Of all the women working, ____% have office jobs or jobs like waitress, housekeeper or salesperson.

☐A. 20
☐B. 50
☐C. 70
☐D. 90

26. Mary told her boss that she should earn the same amount of money for her job as did the male employees (who were paid more) because she had the same responsibilities they did. Her boss said no. Is her boss correct?

☐A. Yes, each employer can determine how much money an employee earns.
☐B. Yes, because Mary should prove she can do the job as well as a man before she is paid the same as one.
☐C. No, it is illegal to pay employees different amounts because of their sex.
☐D. No, the boss should pay Mary more money to keep her happy.

SECTION D

DIRECTIONS: For items 27-33, indicate which of the following occupational titles are limited to one sex only.

27. Businessman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

28. Letter carrier

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

29. Fireman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

30. Chairman

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

31. Lawyer

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

32. Doctor

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

33. Waitress

☐A. Yes, it is limited to one sex.
☐B. No, it is not limited to one sex.

SECTION E

DIRECTIONS: Items 34-48 are a list of jobs. Suppose you could get the training to enter any of the jobs. For each, mark yes if you would consider entering the job and mark no if you would not consider entering the job.

34. Carpenter

☐Yes
☐No

35. Secretary

☐Yes
☐No

36. Counselor

Yes
No

37. Plumber

Yes
No

Go to next column for numbers 32 - 33

38. Nurse
☐Yes
☐No

39. Junior or Senior High School Teacher
☐Yes
☐No

40. Auto Mechanic
☐Yes
☐No

41. Librarian
☐Yes
☐No

42. Department Store Salesperson
☐Yes
☐No

Go to next column for numbers 39 - 44

43. Welder
☐Yes
☐No

44. Dental Assistant
☐Yes
☐No

45. Writer or Reporter
☐Yes
☐No

46. Engineer
☐Yes
☐No

47. Supermarket Cashier
☐Yes
☐No

48. Cook/Chef
☐Yes
☐No

SECTION F

DIRECTIONS: For items 49-61, please mark the answer which tells how you feel about each statement.

49. All females should be prepared to support themselves financially.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

50. When planning for a career, a girl should consider jobs which have usually been held by men only.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

51. Most girls are physically able to be plumbers or welders.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

52. Men are better bosses than women.
☐A. strongly disagree
☐B. disagree
☐C. agree
☐D. strongly agree

53. Women are too emotional to be fair judges.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

54. Women work for the same reasons men do.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

55. A woman can have a career while raising a family.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

56. Working women are taking jobs away from men.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

57. Women workers are absent from the job because of illness more than men.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

58. Scrubbing floors is more proper for women than mowing the lawn.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

59. Men are better than women at handling money.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

60. A married woman should not work outside the home.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly agree

61. It is more important for sons in a family to be given job training than it is for daughters in a family to be given job training.
- ☐A. strongly disagree
- ☐B. disagree
- ☐C. agree
- ☐D. strongly Agree

THANK YOU FOR YOUR COOPERATION!

ANSWER KEY
for
Program Survey II

Note: This test is to be used both as a pre and post test for the Expanding Career Options Program.

1 - 9 Identification Information

10 - 13 Career Planning Information
No one correct response

14. B - False
15. A - True
16. A - True
17. B - False
18. B - False
19. B - False
20. B - False
21. A - True
22. C - 60%
23. D - 9
24. A - 8th grade
25. B - 50%
26. C
27. A
28. B
29. A
30. A
31. B
32. B
33. A

Items 34-38 are a list of traditional, neutral and non traditional jobs for males and females. In scoring you should calculate the number of nontraditional jobs considered for each sex.

Nontraditional Jobs for Males: Items 35, 38, 41, 44, 46

Nontraditional Jobs for Females: Items 34, 37, 40, 43, 46

Items 49-58 are attitude statements on sex bias issues. Scoring is optional; however, the following responses are indicative of positive attitudes towards sex equity.

49. A, SA	54. A, SA	59. D, SD
50. A, SA	55. A, SA	60. D, SD
51. A, SA	56. D, SD	61. D, SD
52. D, SD	57. D, SD	
53. D, SD	58. D, SD	

Name: "COAT OF ARMS"

Purpose

To increase participants' awareness of their own sex role development.

To become aware of specific influences from the past which contributed to the definition of participants' sexuality identity or sex role.

Setting

Total group seated at tables with adequate space for drawing.

Material

1. Coat of arms with six spaces.
2. Markers

* Example

Time

19

Process

1. Facilitator provides each participant with a facsimile of a coat of arms.* Participants respond to six questions by drawing in the appropriate areas, a picture, design, or symbol. Simple drawings which easily express participant responses are encouraged.
   Suggested questions:

   a) Draw a person for whom you had particular admiration when you were young (18 or under).
   b) Draw three activities in which you excel.
   c) Draw an activity where you feel/felt particularly masculine.
   d) Draw an activity where you feel/felt particularly feminine.
   e) Draw a person who restricted your behavior when you were young. What do you recall this person saying?
   f) Draw a behavior from which you were restricted as a youth.
   g) Draw what you like about being male/female.
   h) Draw what you dislike about being male/female.
   i) Draw an activity from which you presently feel restricted.
   j) Draw three things you would most like to be said of you if you died today.
   k) Draw the event in your life which typifies your man/womanhood.
   l) Draw any specific feedback directly related to your man/womanhood that you can recall.

Name: ..."TRADITIONALLY SPEAKING"...

Purpose

To enable students to recognize that sex-role stereotyping exists in our society.

To become aware that sex-role stereotyping begins in childhood and continues to affect us as we become adults.

Setting

Total group completing work-sheets individually Grades 6-12 applicable

Material

1. "Traditionally Speaking"
2. One copy per student

Time

30 minutes to complete 15 to 25 to process completed handout.

Process

Facilatator distributes "Traditionally Speaking" handout. This particular activity will require prior discussion of each question being asked. Each of the stages represents a period in human life. Some sections require specific details while others could possibly be answered in one or two words.

Discussion should follow this exercise to point out the similarity between responses of the same sex, as well as point out specific examples of sex-role stereotyping. The following questions need to be asked in order to insure the student's awareness of sex-role stereo-typing and nontraditional career opportunities.

1. Sex-role stereotyping arbitarily assigns a specific behavior or function to one sex or another. An example of this would be "A woman's place is in the home." (See page 18 for more complete definition of Sex-role stereotyping)
   How many examples of sex-role stereotyping can you point out? Are your responsibilities and activities traditionally designated for a person of your sex?
2. Could a person's early years of life affect the way she/he may choose to direct her/his children?
3. Could a person's career choice be influenced by her/his earlier experiences as a female or male? If so, how?
4. Could sex-role stereotyping (traditional thinking) be discouraged by parents, teachers, or peers? If so, how?
5. Anything that does not go along with the traditional pattern of thinking is considered "nontraditional." What's considered nontraditional for a man is not the same as what's considered nontraditional for a woman.

Name: ....."TRADITIONALLY SPEAKING".....

Purpose

Process

5. (continued)
For example, a nontraditional role for a man would be a secretary, nurse or a homemaker. A non-traditional occupation for a woman could be a lawyer, architect, truckdriver, carpenter, welder or a firefighter. What would be considered non-traditional activities for a female or a male in high school?

Setting

Material

Time

TRADITIONALLY SPEAKING

DIRECTIONS:
Each group of questions represents a period in your life. Your recollection and observations of other children are extremely important in this activity. Answer the following questions with short statements.

MALE	FEMALE
INFANCY: Symbolic Colors_____	INFANCY: Symbolic Colors_____
TODDLER: Type of clothing_____ _____ Kinds of toys_____ Activities encouraged_____ _____	TODDLER: Type of clothing_____ _____ Kinds of toys_____ Activities encouraged_____ _____
ELEMENTARY SCHOOL AGE: Type of clothing encouraged_____ _____ Kinds of toys/games_____ _____ Type of after school activities encouraged _____	ELEMENTARY SCHOOL AGE: Type of clothing encouraged_____ _____ Kinds of toys/games_____ _____ Type of after school activities encouraged _____
JUNIOR HIGH SCHOOL AGE: Type of after school activities (such as sports, clubs, etc.) _____ _____ Responsibilities at home_____ _____ Unwritten rules for behavior_____ _____	JUNIOR HIGH SCHOOL AGE: Type of after school activities (such as sports, clubs, etc.) _____ _____ Responsibilities at home_____ _____ Unwritten rules for behavior_____ _____
HIGH SCHOOL AGE: Type of in/after school activities_____ _____ Type of courses selected_____ _____ Responsibilities in the home_____ _____ Unwritten rules for behavior_____ _____	HIGH SCHOOL AGE: Type of in/after school activities_____ _____ Type of courses selected_____ _____ Responsibliities in the home_____ _____ Unwritten rules for behavior_____ _____

TRADITIONALLY SPEAKING

Based on your answers about males and females infancy through senior high school - project answers for the roles possibly followed as adults.

ADULT MALE	ADULT FEMALE
Responsibilities in the home_____	Responsibilities in the home_____
_____	_____
Responsibilities outside the home (kind of job, hours, work environment)	Responsibilities outside the home (kind of job, hours, work envrionment)
_____	_____
Type of recreational activities	Type of recreational activities
_____	_____

What is Sex-role Stereotyping?

One way of looking at sex-role stereotyping is that it is something that limits what both men and women can do to fulfil their potential. When the term "sex-role stereotyping" is used it frequently reflects to the roles a man or woman is expected to follow in our society. Language, images, and attitudes all can convey sex-role stereotyping. Some examples of sex-role stereotyping by attitude are:

1. men should not cry in front of others...
2. women should not worry about careers-after all, they are only waiting to find a husband...

The other terms used in this unit are "traditional" and nontraditional." These terms also describe expectations about the roles both men and women have in our society. Traditional refers to that set of ideas about the functions of men and women which have been accepted and promoted by society in the past. Nontraditional means assigning roles to women that had been acceptable for men in the past, and assigning roles to men that had been acceptable for women.

Sex-role stereotyping can be learned in many ways. Often attitudes about the careers men and women are permitted to follow are learned through the family, mass media, school, or even history. For instance, learning about sex-role stereotyping begins at an early age. In children's storybooks, pictures and stories illustrate males playing the important or dominant role while females are taking minor roles.

While watching television, a child can learn that men's careers include doctors, lawers, executives, and police officers. Women are generally shown as nurses, secretaries, or teachers. This gives children the idea that there are certain careers for men and certain careers for women.

In everyday language, sex-role stereotyping is apparent in the songs, commercials and films we listen to and the newspapers and magazines we read. For example, the word "house-wife" is taken to mean that it is assumed that only females will be homemakes. "Fireman" and "repair-man" indicate that only males do these jobs.

Looking at jobs with a nontraditional eye will help you to see that both males and females have interests and skills that allow them to do almost any type of work.

New Career Realizations
EVO Materials 1979

Name: ....."FIND A STEREOTYPE".....

Purpose

To identify forms of sex-role stereotyping in various types of media.

-19-

Process

Facilitator assigns students to spend some time looking for one good example of the "ideal girl or woman" or the "ideal boy or man." We all think we know what males are like. They are tough, courageous, and so on. We also think we know what females are like. They are gentle, afraid, cry easily. Find one example of the typical male and one example of the typical female.

Students will bring examples to class tomorrow. Have students share their examples and why they chose them.

Setting

Grades 6-12
Individual homework assignment

Material

1. Magazines
2. Newspapers
3. Catalogs--Sears, etc.
4. Books
5. Comic Books
6. Fairy Tales
7. Children's Books

Time

One evening

Name: ....."X: A FABULOUS CHILD"S STORY".....

Purpose

To identify expectations based on sex-role stereotyping that people have for children's interests, behaviors, and personality traits.

To identify various ways in which sex-role stereotyping is reinforced at school and at home.

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Setting

Secondary: Students read as homework Elementary and Middle School: Facilatator reads story aloud to total group.

Material

A copy of "X: A Fabulous Child's Story" to each student at the secondary level.

Time

One class period if teacher reads aloud.

Homework one period for discussion questions.

Process

Facilitator distributes a copy of X: A Fabulous Child's Story to student and assigned as homework (perhaps 3 nights to complete). A period devoted to a set of discussion questions is essential to be certain that students have grasped the story. Examples of discussion questions include the following:

1. Why were friends and relatives angry when the Jones brought X home?
2. When X was still a baby, what things did the characters in the story say or do to presume X was a girl? To presume X was a Boy?
3. What things were recommended in the Jones' Instruction Manual to prepare X for school?
4. Why were some of the parents of X's school friends upset?
5. Explain the significance of the emergency meeting of the Parents Association. Continue discussion with these questions to allow students to give their opinions.
6. What did you like about how X was raised? What didn't you like? Why?
7. In what ways were you raised differently from X?
8. Would you raise a child the way the Jones raised X? Why or why not?

"A Fabulous Child's Story"

By Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. It's parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first.

You see, it was all part if a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born, all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with aunts who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl.

But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a Baby X was. When the Joneses smiled and said, "It's an X!", nobody knew what to say. They couldn't say, "Look at his husky little biceps!" And they couldn't say, "Look at her cute little dimples!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1,654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether.

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys'Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2,326 of the Official Instruction Manual. "Buy plenty of everything!" it said firmly.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girl's Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a storybook about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4,629 of the Manual where it said, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed Baby X's stroller in the park, smiling strangers would come over and coo: "Is that a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then and often snarl something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t, you mean!"

"But little girls mustn't hit little Xes either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway?"

X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line and girls to form another line. There would be boys' games and girls' games, and a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked BOYS and another one marked GIRLS. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249½ pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the Other Children asked whether X was a Boy or a Girl.

Finally, X was ready. The Joneses helped X button on a new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom, because it wasn't marked anything except BATHROOM. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all---Other Children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy. X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computer-ized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll.

After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But all they did was make faces and giggle behind X's back.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if Other Children would never want X for a friend.

Once more, the Joneses reached for their Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads. Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football helmet. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the Other Children. But it was too late; the Other Children stayed mixed up and happy and free, and refused to go back to the way they'd been before X. Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the Parents' Association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the

the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the Parents' Association, X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85,759 of the Instruction Manual. "Sooner or later" it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up---or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?' Mr. Jones would say. And Ms. Jones would reply, "No use worrying." Then a few minutes later, Ms. Jones would say, "What if--?" and Mr. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking, What if--? And then X thought: No use worrying.

At Xactly 9 o'clock the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the Parent's Association, X's teacher, X's classmates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise in the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh, dear," sighed Mr. Jones.

"Oh, dear," sighed Ms. Jones.

"Sssh," ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning "is just about--

"Just about what? Let's have it!" shouted another parent.

". . .just about the least mixed-up child I've ever Xamined!" said the psychiatrist..

"Yay for X!" yelled one of the children. And then the others began yelling too. Clapping and cheering and jumping up and down.

"SSSH!" SSShed the principal, but nobody did.

The Parents' Committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked, X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously.

Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

Lois Gould has written two novels, "Such Good Friends" and "Necessary Objects" (Random House).

Name: ....."CAVEMAN STUDY".....

Purpose

To illustrate the importance of language and how it can limit our perceptions.

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Setting

Grades 7-12
Individual and Group

Material

1. Paper
2. Pencil
3. A copy of questions

Time

One class period

Process

Facilitator divides students into three groups, I, II, III. Each student receives set of the three questions designated by their group number (following page). Ask students to work alone and draw pictures based on the sentences they received. After the drawings are completed, ask one student from each group to read their questions. Point out the differences in the language for each set of questions. Tally the results on the board as follows:

	Group I	Group II	Group III
Male students who drew all males			
Female students who drew all males			
Total students who drew all males			

Ask the following questions to help students draw some conclusions:

1. Did the number of students who drew all males change when the wording was changed?
2. Cooking and caring for children are roles our society believes to be female. (If students drew mostly males) Why do you think so many students drew pictures of early men in these roles?
3. Based on the number of male and female students who drew all male pictures, do you think female students are more aware of women?
4. Do you think words make a difference.

CAVEMAN STUDY

"Language is our most common tool. It is used in both written and spoken forms. It not only mirrors our thoughts, it also shapes them." Anonymous.

Worrying about language is nitpicking! I don't mind being called chairman!" Her name is legion.

It has been our experience that many people resist language change more than anything else. They will passionately denounce concern with language as trivial, while calmly accepting female brickmasons.

One reason is that language is very personal. Almost anyone feels their own self-expression is much closer to them than some anonymous pioneering woman. "If you ask me to change my language, you ask me to change me."

Second, although many people believe that language is never trivial, that it always mirrors underlying attitudes, it is important to recognize that it is more important in some areas than in others. Perhaps a mature woman will be very little affected by being called chairman, and even justifiably irritated if the work of her committee is derailed by a member who is preoccupied with this issue.

However, as educators we need to consider the impact of words on children as well as on those ambitious to chair committees.

In a study "Cro-Magnon Woman - In Eclipse,"[1] Linda Harrison sought to determine whether the written omission of women led student to interpretational omissions. She wanted to answer the question, "By failing expressly to mention females in discussions of human evolution, are we causing students to exclude females in their interpretations of these discussions? If students believe that the term man and men are synonymous with terms like humans, people, and men and women, then should just as soon visualize males and females while reading any of these terms."

She asked three groups of Junior High science students to draw pictures and assign first names to illustrate seven sentences. Among them were:

---

[1]Harrison, Linda, "Cro-Magnon Women - In Eclipes," The Science Teacher, April 1975.

1. Draw three examples of eary man and the tools you think he used in daily life.

2. The color of hair, eyes and skin of an early man are usually not visible on skull remains. Draw the heads of early men and show what color eyes, hair and skin they had.

3. Draw two early men who had just learned the use of fire, cooking an evening meal.

4. The infants of early man were not able to care for themselves. A long period of nuturing was necessary for survival. Draw some early men (including children) showing situations of nuturing.

Each group received identical sentences, except for the terms referring to people. Survey I used man, men, mankind, he. Survey II used humans, people, they.

Some Results:

1. As we might expect, more women showed up taking care of children and cooking than using tools or farming.

2. Perhaps more surprising, many students drew exclusively males, for all questions, even those which illustrated roles our society believes to be female.

3. None of the students drew exclusively females.

Of the students who drew exclusively males, the percentages were as follows:

SURVEY	I	II	III
Male Students	42%	17%	2%
Female Students	9%	2%	1%

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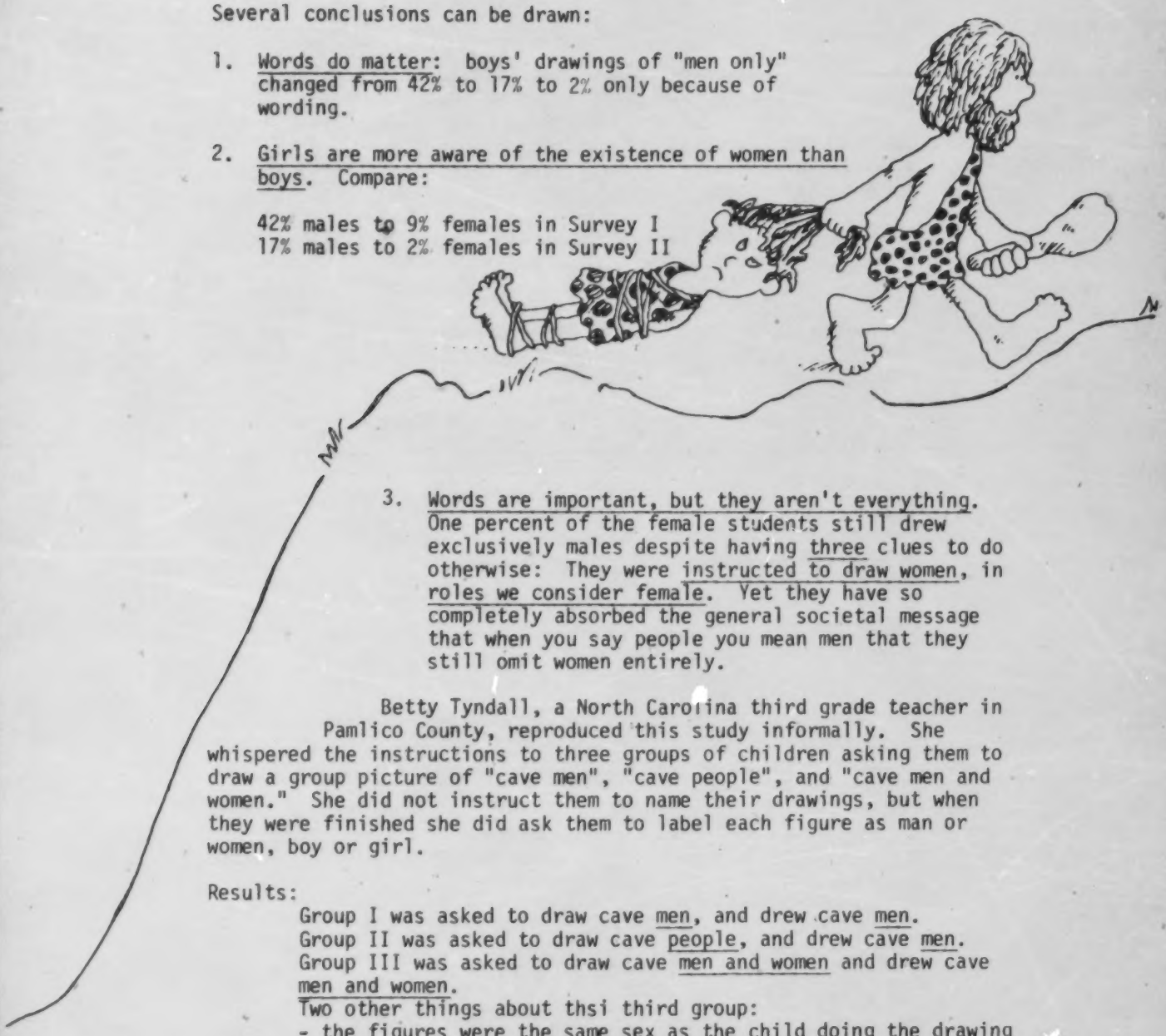
"Women invent the craziest things."

Several conclusions can be drawn:

1. Words do matter: boys' drawings of "men only" changed from 42% to 17% to 2% only because of wording.

2. Girls are more aware of the existence of women than boys. Compare:

   42% males to 9% females in Survey I
   17% males to 2% females in Survey II



3. Words are important, but they aren't everything. One percent of the female students still drew exclusively males despite having three clues to do otherwise: They were instructed to draw women, in roles we consider female. Yet they have so completely absorbed the general societal message that when you say people you mean men that they still omit women entirely.

Betty Tyndall, a North Carolina third grade teacher in Pamlico County, reproduced this study informally. She whispered the instructions to three groups of children asking them to draw a group picture of "cave men", "cave people", and "cave men and women." She did not instruct them to name their drawings, but when they were finished she did ask them to label each figure as man or women, boy or girl.

Results:

Group I was asked to draw cave men, and drew cave men.
Group II was asked to draw cave people, and drew cave men.
Group III was asked to draw cave men and women and drew cave men and women.
Two other things about thsi third group:
- the figures were the same sex as the child doing the drawing
- it was the only group which spontaneously named the figures

Both Harrison and Tyndall conclude that if we want student to visualize both men and women we will have to use both terms. Even sex neutral terms such as people and humanity may imply male images to many people, while deliberately inclusionary terms can help expand children's perceptions of the real world.

Letting students practice expanding biased passages in text books will help overcome their influence, while at the same time increasing students' critical skills and general language facility.

Example:

Exclusive: "Little by little, man learned to change his world and the way he lived in his world. It took many lifetimes." (From Man Changes His World, L. W. Singer Company, Syracuse, Chicago, 1963, p. 16)

Inclusive: "Little by little men and women learned to change their world and the way they lived. It took many lifetimes."

This does not change the content of the paragraph. However, it does give an expanded image and does not leave any doubt that it includes both sexes.

GROUP I QUESTIONS

CAVEMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early man and the tools you think he used in daily life.

2. Draw two early men who had just learned the use of fire, cooking an evening meal.

3. The infants of early man needed love and care in order to survive. Draw some early men caring for their infants.

GROUP II QUESTIONS

CAVE PEOPLE

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early human beings and the tools you think they used in daily life.

2. Draw two early people who had just learned the use of fire, cooking an evening meal.

3. The infants of early people needed love and care in order to survive. Draw some early people caring for their infants.

GROUP III QUESTIONS

CAVEMEN AND CAVEWOMEN

In all pictures include hair, color of eyes and facial features. Give each figure a name.

1. Draw three examples of early men and women and the tools you think they used in their daily lives.

2. Draw two early men and women who had just learned the use of fire, cooking an evening meal.

3. The infants of early men and women needed love and care in order to survive. Draw some early men and women caring for their infants.

Name: ....."EXPANDING LANGUAGE".....

Purpose

To help students eliminate biased language from their vocabulary

Setting

Grades 6-12
Total group & small groups

Material

1. Copies of "Examples of Language Usage"
2. "Stereotyped Language"

Time

1 class period

Process

Divide the class into groups of two to four and pass out the list on "Stereotyped Language". Ask each group to decide if the item is sex biased and, if so, why. Ask them to write alternative phrases, expanded from narrow sex-biased language to include both genders. They should discuss why they are recommending changes, rather than just "translating" individually.

Remind them that people react strongly to language and that simply replacing "man" with "person" may come up with awkward results. They should keep trying out alternatives until they find expressions they would feel comfortable saying. If time is short, you may have each team begin the list at a different item, so that everything is covered for the discussion.

When the groups have finished rewriting the list, have them share their opinions about what needed changing and why and what alterations they came up with. Be sure students understand there are no right answers; there are many good choices. The importance of the exercise is to understand how language reflects cultural assumptions of the past and shapes our thinking.

A list of possible substitutes of stereotyped language is included in "Expanding Language".

New Pioneers Program, North Carolina State Department of Education, developed by Amanda J. Smith, 1979.

New Pioneers: Expanding Language

"When I say you're a little feminine, Horace, I mean that as a compliment!"

EXAMPLES OF LANGUAGE USAGE

The following examples show the difference between exclusionary and negative language on the one hand, and neutral language on the other. Many examples come from the McGraw-Hill Book Company and Scott, Foresman and Company.

Exclusionary Language	Neutral Language
When man invented the wheel...	When the wheel was invented...
All businessmen need...	All business executives need...
The average American drinks his coffee black.	The average American drinks black coffee.
The lady lawyer delivered...	The lawyer delivered...
The town honored its firemen, mailmen and policemen.	The town honored its firefighters, mail carriers and police officers.
Hitting the nail instead of the thumb is a triumph for boys. Cutting out paper dolls is good for girls.	For a child, hitting the nail instead of the thumb or cutting out recognizable shapes is a triumph.
Boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but boys will not enjoy "girlish" stories.	Most children like action, animation and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

Negative "Female" Language	Neutral Language
The girls in the office...	The women in the office...
The consumer should buy her...	Consumers should buy their...
Jim Weiss allows his wife to work part-time.	Judy Weiss works part-time.
Lynn Moore, a career girl, is...	Lynn Moore, an editor, is...

Negative "Male" Language	Neutral Language
Bobby is a sissy.	Bobby cries a lot.
For a man, Matt cooks well.	Matt cooks well.
Sam is good at mothering the kids.	Sam is good at caring for the kids.
Ken does much of the woman's work at home.	At home, Ken cooks meals, cleans and sometimes does the laundry.

Expanding Adolescent Role Expectations, New York State College of Human Ecology.

WORKSHEET

STEREOTYPED LANGUAGE

1. Chairman
2. Congresswoman
3. Fireman
4. Stewardess
5. Everyone should turn in his report.
6. Man and his world.
7. The pioneers headed west, taking their wives and children to unknown territory.
8. Poetess
9. Man-sized job
10. Housewife
11. Sissy
12. A crying child brings out the mothering instinct in a person.
13. I'll have my girl copy this for you.
14. Opposite sex
15. Dear Sir: (as salutation in a letter)
16. John Jones and Miss Harriet Hopkins organized the fund drive.
17. Mrs. Ricardo Rodriquez
18. Henpecked
19. The lady electrician did a surprisingly good job.
20. Mr. McAllister runs the garage in partnership with his wife, a striking blonde who mans the pumps.

New Pioneers Program, North Carolina State Department of Education, developed by Amanda J. Smith, 1979.

EXPANDING LANGUAGE

Guidelines For Answers

1. Chairman, chairwoman or chairperson may be acceptable, depending on the circumstances. Chairperson should be used if the individual is unknown. ("We will elect a chairperson.") Look out for the pitfall of calling men "men" and women "persons": "Mister Chairman" but "Madam Chairperson." Chairwoman is a good word and using it can have the expansive result of reestablishing woman to mean competent adult, parallel to man.
2. Congresswoman, Congressperson or Representative can be considered in the same light.
3. Firefighter is an alternative to fireman. No one could bear "fireperson"! Also, the expanded word is often stronger and clearer. Fighter is more graphic and more specific than man. Other examples that easily could become a language exercise for students include: police officer, mail carrier, business executive, sales clerk and supervisor (instead of foreman).
4. Airlines have adopted the term flight attendant in recognition of the entry of males into this occupation.
5. His or her report? Her or his report? Don't always put his first. You could say the report, a report or their report. Or recast the sentence: "All reports are due..."
6. Instead of man and his world, one might use humanity or people. The traditional usage gives a one-sided view of history and society.
7. Pioneer families and pioneer men and women are better. (Let's not lump the women and children as objects along with the baggage!)
8. Use poet. Endings of -ess, -ette, -ix or -enne imply that the woman is smaller or a special case. Other examples are usherette and comedienne. Two usages, actor and actress and waitress and waiter, generally are accepted.
9. Try big job or important job. If the remark is being made to a girl, use "woman-sized job" to expand her recognition that women are competent adults. If the remark is being made to a boy praising his adult efforts, it may be okay as is, especially if he also has heard you say "woman-sized job" to his sister.
10. Homemaker is better. Whether male or female, they aren't married to the house.
11. Cowardly? Effeminate? Afraid of getting dirty? Many biased words or phrases not only demean one sex, they also are unclear. The history of sissy is interesting. In times past, it was more customary than now to refer to people in terms of relationships and sissy was baby talk for sister. The short term for brother was buddy. Look at what has happened to those originally parallel terms. One is now a great insult; the other a great compliment.
12. Parenting should be used since the person could be a man or woman.
13. Say secretary, assistant or whatever she is. We have heard of rigorous events which "separate the men from the boys" but has anyone ever said "separate the women from the girls"? Our culture doesn't. It is "flattering" for a woman to be called a girl, implying it would somehow be better if she were 17 and cute than 47 and competent. Girl should be used for women only on those occasions when boy would be used for man (going bowling with the boys/girls).
14. Other sex is better than opposite sex because the latter implies opposition rather than partnership.
15. "Dear Sir or Madam" is the old-fashioned correct term. It now is common to address a title or function: Dear Teacher, Colleague or Friend.

16. John Jones and Harriet Hopkins or Mr. John Jones and Ms. Harriet Hopkins could be used. Courtesy titles should have parallel usage. It now is accepted expanded language to use a woman's last name alone: "Hopkins took charge of the door-to-door canvass."
17. You can use Ms. Maria Rodriquez, Mrs. Maria Rodriquez or leave it as it stands, depending on her preference. Incorrect is Ms. Ricardo Rodriquez unless the woman's name is Ricardo. The objection to Mrs. Ricardo Rodriquez is that it implies that the woman's previous identity disappears when she marries. There is also the practical problem that Mrs. Ricardo Rodriquez may change her name next year. Some women are choosing to retain their family name when they marry, either hyphenated with their husband's name or standing alone.
18. Pushed around? Dominated? Henpecked carries an additional implication that it is much worse to be dominated by a woman than by a man.
19. "The electrician did a good job" is sufficient. If for some reason it is essential to specify her sex, say woman electrician or female electrician. We wouldn't say "gentleman nurse."
20. Have fun with this one. Principles to look out for: the partners should have equal power and comparable physical descriptions. Is Mr. McAllister a gorgeous redhead with a hairy chest? And Ms. McAllister will have to do something else to those pumps!

Your students may come up with other words or phrases with which they've had trouble. If so, let them brainstorm on finding graceful and acceptable solutions.

From: Amanda Smith, New Pioneers, North Carolina

Name: "SEX-ROLE STEREOTYPING PROJECT"

Purpose

To make students aware of all the various forms of sex role stereotypes and sex bias in society.

Setting

Total Group
Grades 7-12

Material

Copies of "Sex-Role Stereotyping Project"

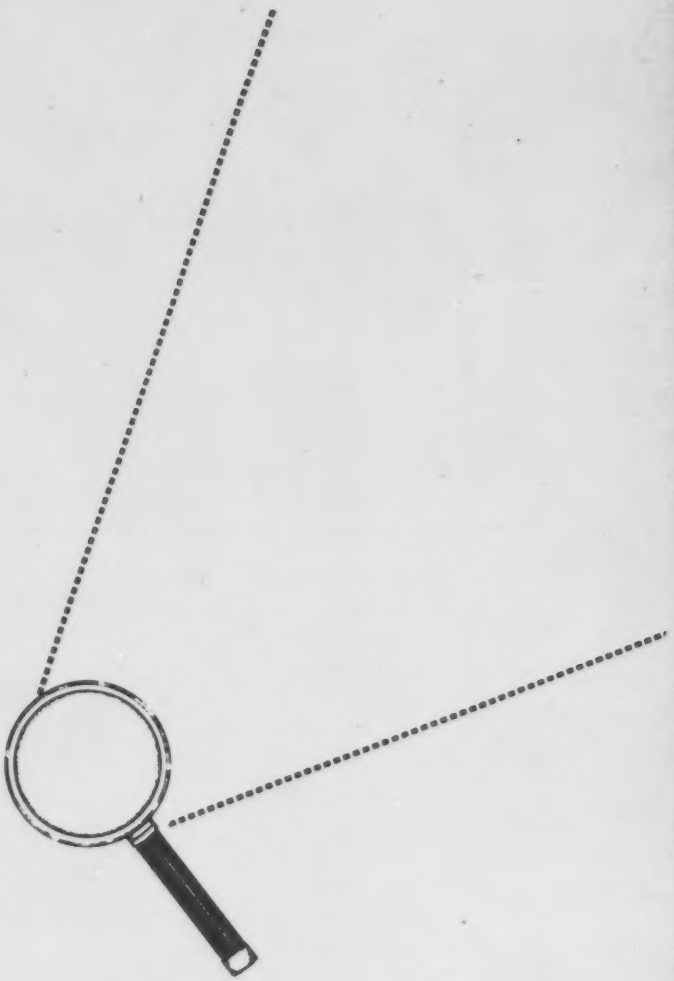
Time

Homework assignment--
1 to 2 weeks to complete

Process

Facilitator distributes copies of "Sex-Role Stereotyping Project" to each student. Each student will choose at least two of the forty suggestions to do as a project. Extra credit might be given for those students completing more than two projects.

Source: WEEAP/EDC



SEX-ROLE STEREOTYPING PROJECT

1. Have students make a list of "masculine" and "feminine" traits prescribed by traditional stereotypes. Ask which students think they have been socialized into these stereotypes, which students feel free of them.

2. Ask students to observe and analyze how younger sisters and brothers (or neighbors' babies and young children) begin conforming to parental and other adult experiences of "girlness" and "boyness".

3. Have students observe and analyze how teachers stereotype students; e.g., boys carry boxes, are supposed to be good at math, are good athletes; girls decorate bulletin boards, write neater papers.

4. Have students interview adults to see why they chose they jobs they work at; how many choices are based on sex-role convention?

5. Ask students to catalogue jobs as to "male" and "female"; see whether each job could be done as well by a man or a woman.

6. Ask students to catalogue household tasks by "female" and "male"; see whether each chore could be done as well by a man or woman.

7. Have students do research to find out about sex roles in other countries and other cultures today and in the past.

8. Have students observe and analyze how students in their classes stereotype one another.

9. Have students search out people in real life who depart from traditional sex roles. What advantages do these people have? What problems do they face? What do they think of themselves? What do other people think of them?

10. Hold a contest for the "most sexist ad of the year." Have every student bring a prizewinning entry to class.

11. Have students make charts to record who does what housework (including childcare) in their homes during a week's time. At the end of the week, note which chores are done by females and which by males.

SOURCE: Implementing Project Awareness: A Multi-State Training Program Addressing Sex Discrimination Issues in Education. (Olympia, Washington: Office for Equal Education.)

12. Have students analyze their reading books, literature anthologies, social studies texts, and science books as group projects. You can use a prepared evaluation form or you can make up your own standards with students. The examination should look for qualitative as well as quantitative differences in the way women and men, girls and boys are portrayed. Students can also analyze how people of different racial and ethnic groups are portrayed.

13. Have students search out characters in books, plays, and T.V. shows who depart from traditional sex roles.

14. Encourage students to rewrite stories containing sex stereotyping Have them draw new illustrations and display them in the classroom.

15. Have students compile their own anthologies of poems, stories, pictures, newspaper and magazine articles, and anything else they find that combats stereotyping. You might be able to have the materials published.

16. If you use the discussion questions and assignments typically included in textbooks and teachers' manuals, supplement these questions so as to counteract sex bias. For instance, you can ask students to discuss how the story would have differed if the main character had been male or female. Or if the family structure had been different (no father or no mother).

17. Show films twice. The second time through you can turn off the sound so students can discuss how people are portrayed.

18. Encourage students to write letters to publishers of their books detailing their objections to stereotyped materials, and their suggestions for improvements.

19. Collect data on your class. Poll students to see how many of their mothers work outside their homes and what kinds of jobs they do. How many single-parent families are there? Who does what household chores? Compare the results with the typical family portrayed or pictured in traditional textbooks (or media ads, or T.V. programs, etc.).

20. Work with students to develop a collection of nonsexist non-racist books, magazines, etc. for your school and neighborhood libraries.

21. Start a collection of myths and sayings about women and men. Discuss their evolution and their validity.

22. Ask students to write or discuss what their future job plans are. Then ask them to write a diary-like description of a typical workday in their lives when they are 30 years old. Students should imagine what they will be doing, seeing, using. Where will they go during their day? Will they have jobs, families, homes? Contrast the expectations of girls and boys.

23. Have students analyze television shows, including newscasts, comedies, dramas, sports programs, etc. What are the images of men and women projected by the TV industry? Compare the TV stereotypes with the future-life predictions in activity 22.

24. Ask students to evaluate TV ads aimed at children. Suggest that students write letters to station managers to complain about stereotyped images.

25. Have students study the lyrics from recent songs about women. What image of women is conveyed? Compare today's songs with songs from earlier decades. Has the image of women changed? Can students find songs by and about strong women?

26. Have students list as many job titles as they can think of. How many titles have the implied sex of the job holder (repairman)? Develop new nonsexist titles.

27. Discuss with students why children's books are so often about men/boys/male animals. When the books are about females, what are the characters like? Why do you think publishers prefer publishing "male" books?

28. Arrange for students to discuss with your school counselor job opportunities for women and men.

29. Have students find out how many girls have won athletic scholarships during the past 10 years. How many boys? If more boys than girls are winning these scholarships are there other scholarships available to girls?

30. Work with adult groups (P.T.A., N.O.W.) to develop programs and materials on ending sex discrimination for students, staff, and parents, e.g. a panel on men and women in non-traditional jobs in your community; a celebration of International Women's Day (March 8), or Susan B. Anthony's birthday (February 15).

31. A role-playing game: one student plays a student coming to a teacher, counselor, or administrator for help or disciplining. The other students are in the "audience" as the teacher, counselor or administrator. The "student" wears a pink or blue card around his/her neck to identify sex. The "audience" tries to find the most stereotyped kind of response that might be given in the situation; then explores the possibilities of a non-stereotyped response. Another student can be a "parent" also wearing a pink or blue neck-card, who accompanies his/her child at the conference. (Situations can be developed by teacher and students.)

32. Divide students up into sex-segregated groups of about five each. Have the male groups compose a list of "five positive/desirable male characteristics or traits" (such as strength, confidence, etc.); have the female groups list "five positive/desirable female traits" (such as nurturant, sensitive). Collect all the traits and write them on the board in a jumbled fashion. Ask the whole class to select "ten desirable human traits". When the ten human traits have been decided upon, check to see how many were originally "male" traits or "female" traits.

33. A role-reversal game: Conduct a marriage ceremony in which the groom's mother gives the groom away, the new couple is pronounced woman and husband and become Mrs. and Mr. Jane Smith; a woman officiates the ceremony. What are students' reactions to this experience?

34. Take students on a "sex stereotyping trip." Stage a mock job interview, a men-only restaurant, an application for credit at a department store, preparations for a party and cleaning up afterward.

35. Cut out questions from Dear Abby and Ann Landers that relate to female and male behavior, sex roles, and relationships between the sexes. Have students write their own nonsexist responses.

36. Have female students pretend that marriage is not an alternative for them. What future plans will they develop?

37. Have students line up in a straight line, picking their position on the basis of their importance. (Do not stipulate what to judge as important. What usually happens is that more males are in the "more important" end of the line, and more females are in the "less important" end of the line).

38. In the elementary school, boys can be assigned show-and-tell topics such as "when I'm a father" and encouraged to bring in their dolls.

39. In upper elementary grades and junior and senior high schools, awareness of men's lack of liberation can be expanded by asking whether the students know men who:

-have taken jobs they don't like because they have to earn money for their families?

-feel they must work overtime and therefore are not able to spend much time with their children?

-would be happier if their wives earned some of the family income so the fathers could spend more time with the children?

-are specializing in one area of work, rather than doing a variety of things, because specializing pays more and offers higher status?

-would rather switch to lower-paying, more creative jobs but feel they cannot because of their bread-winning role?

-want to question or try something different or risky on their jobs but were afraid to lose them and leave their families without an income?

40. If you and your students are using sex and race biased textbooks (particularly history) which should be replaced, but your district lacks funds to replace them, have the students use supplementary materials to do research into topics misrepresented or omitted in their texts. Then have students annotate their texts with corrected or new information. Reading these annotations can be a first step in overcoming the biases of the texts for subsequent groups of students who use the texts.

Name: "SOCIETY'S INFLUENCE ON SEX ROLES"

Purpose

Students will increase awareness of both the process and outcomes of sex-role socialization which have affected them.

Setting

Secondary emphasis: Total group working individually.

Material

Handout: "Society's Influence on Sex-Role Development". (Birk, 1976)

Time

1 Hour

Process

Facilitator distributes article, "Society's Influence on Sex-Role Development". Students complete test "Describe Yourself", and score it for themselves. Discuss, in a large group, what students learned about themselves as a result of completing the worksheet.

1. Do you see yourself as masculine or feminine or a combination?
2. What implications does androgyny have for your future career development (including lifestyle considerations)?
3. How would you like to change the way you scored on the test (if you want to consider changing)?
4. What are the implications for your students?
5. What societal changes (including your institution) would be needed?

Project Born Free
University of Minnesota

Society's Influence on Sex Role Developments

SOCIETY'S INFLUENCE ON SEX ROLE DEVELOPMENT*

Before we begin the discussion on the development of sex roles, we would like you to complete the following rating scale. The scale measures the extent to which you think certain characteristics are true of you. We will then be able to use that information in the discussion that follows.

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true these various characteristics are to you. Please do not leave any characteristics unmarked.

Example: Sly

Mark "1" if it is NEVER OR ALMOST NEVER TRUE that you are sly.

Mark "2" if it is USUALLY NOT TRUE that you are sly.

Mark "3" if it is SOMETIMES BUT INFREQUENTLY TRUE that you are sly.

Mark "4" if it is OCCASIONALLY TRUE that you are sly.

Mark "5" if it is OFTEN TRUE that you are sly.

Mark "6" if it is USUALLY TRUE that you are sly.

Mark "7" if it is ALWAYS OR ALMOST ALWAYS TRUE that you are sly.

*Birk, J.M. Providing life/career planning for women and girls. Washington: National Consortium on Competency-Based Staff Development, in cooperation with American Institutes for Research, 1976.

Project BORN FREE
University of Minnesota

DESCRIBE YOURSELF

1.	2.	3.	4.	5.	6.	7.
NEVER OR ALMOST NEVER TRUE	USUALLY NOT TRUE	SOMETIMES BUT INFREQUENTLY TRUE	OCCASIONALLY TRUE	OFTEN TRUE	USUALLY TRUE	ALWAYS OR ALMOST ALWAYS TRUE

Self reliant		Reliable		Warm	
Yielding		Analytical		Solemn	
Helpful		Sympathetic		Willing to take a stand	
Defends own beliefs		Jealous		Tender	
Cheerful		Has leadership abilities		Friendly	
Moody		Sensitive to the needs of others		Aggressive	
Independent		Truthful		Gullible	
Shy		Willing to take risks		Inefficient	
Conscientious		Understanding		Acts as a leader	
Athletic		Secretive		Childlike	
Affectionate		Makes decisions easily		Adaptable	
Theatrical		Compassionate		Individualistic	
Assertive		Sincere		Does not use harsh language	
Flatterable		Self-sufficient		Unsystematic	
Happy		Eager to soothe hurt feelings		Competitive	
Strong personality		Conceited		Loves children	
Loyal		Dominant		Tactful	
Unpredictable		Soft-spoken		Ambitious	
Forceful		Likeable		Gentle	
Feminine		Masculine		Conventional	

Directions for Scoring

1. Starting with the first descriptor, "self reliant," and continuing to the last, 'conventional' precede each descriptor with either a M (standing for masculine), a F (standing for feminine) or a N (standing for neuter). Continue in that fashion, that is, M, F, N, M, F, N. . .
2. For all adjectives that are masculine (that is, "self reliant" and every third adjective thereafter), add your rating, then divide by 20 to get the average masculine score.
3. For the feminine adjectives (that is, "yielding" and every third adjective thereafter), add your ratings, then divide by 20 to get the average feminine score.
4. Subtract the mean masculine score from the mean feminine score. The difference is your Androgyny score. Feminine Score-Masculine Score = Androgyny.
5. Minus scores are representative of masculine-typed persons and plus scores are representative of feminine-typed persons. Scores within the range of -1 to +1 are representative of androgynous types.

ANDROGYN - AN EXPLANATION

The rating scale you just completed and scored is the Bem Sex-Role Inventory (Bem, 1974). It is a measure of the construct, Androgyny. By looking at ourselves in terms of how androgynous we are or not, we are able to see the extent that our behaviors and personality characteristics are, according to society's stereotypes, either "feminine" or "masculine."

What does it mean to be androgynous? If you are androgynous, then you are someone who has access to the full range of behavioral and emotional responses, and who freely can choose a response based on its appropriateness to the situation. An individual who is masculine-types, is mainly charac-

terized by traits which society has labeled "masculine." Such a person would find it difficult to display a "feminine" trait, such as compassion, even when the situation would appropriately elicit compassion. Likewise, a person who is feminine-typed would find it difficult to demonstrate a "masculine" trait, such as assertiveness, even when the situation would appropriately elicit that response. The androgynous person, on the other hand, is not typed one way or the other. The androgynous person possesses the full range of potential qualities, from masculine to feminine. Such a person, then, can respond to a situation based on what is appropriate, and is not limited by one sex-typed set of characteristics or the other.

Society has not made it easy for individuals to develop a broad range of characteristics. On the contrary, if you are a woman and you have been reinforced for developing the "feminine" characteristics, and if you are a man you have been reinforced throughout life for showing the "masculine" traits. The advantages of being androgynous are clear:

1. If you are a woman, you are comfortable with your feminine identity; you possess such characteristics as tenderness, affection and nurturance, but you also possess and are able to demonstrate assertiveness, dominance and other "masculine" traits when the situation calls for them.
2. If you are a man, you are comfortable with being a man; you possess the characteristics that are socially reinforcing for men, such as leadership, competitiveness, and independence, but you are also confortable with showing warmth, dependence and other "feminine" traits when the situation calls for them.

In relationship to careers, the individual who possesses a broad range of personality characteristics is most likely to consider a wide array of

careers when faced with career decision-making. Since the androgynous isn't restricted to behaviors and roles traditional for his or her sex, career decisions would most likely be made on the basis of interest, skills, values, and potential rather than on stereotypic expectations. (See Bem, 1975, for a more complete discussion of the concept of Androgyny.)

Name: "MEDIA MESSAGES"

Purpose

To increase awareness of the effects of the media in developing and reinforcing sex role stereotypes.

Setting

Total group

Material

1. Media Monitor Form
2. Television Worksheet Form

Time

30 minutes-Session I
45 minutes-Session 2

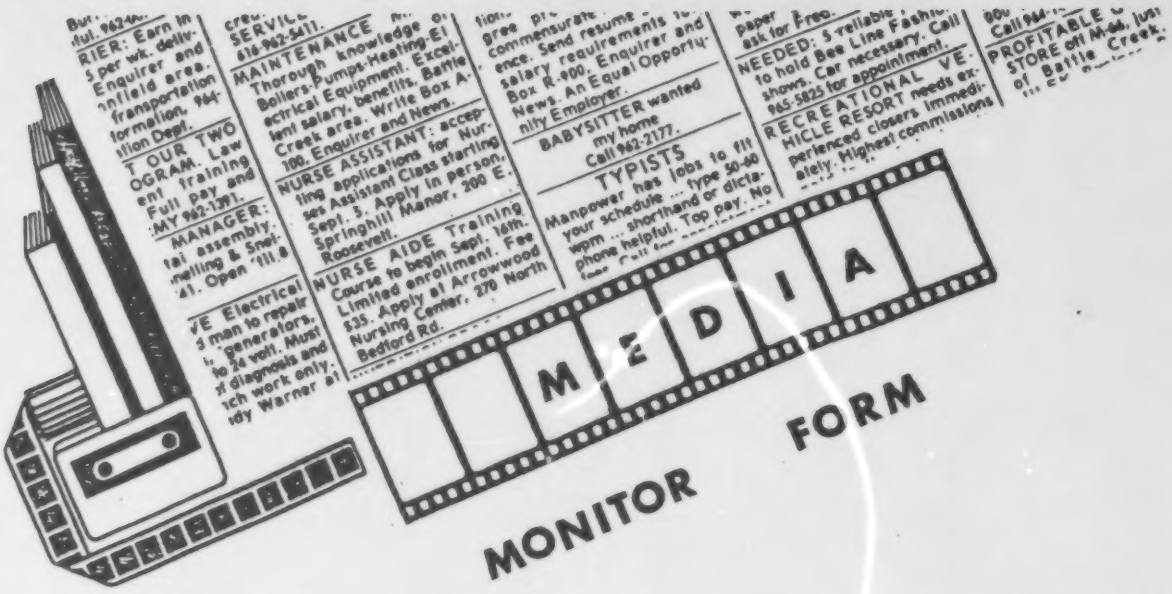
Process

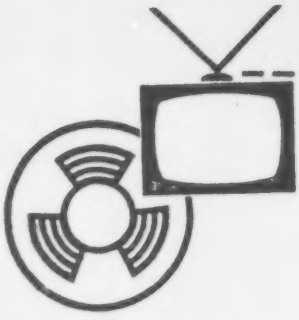
Facilitator encourages discussion and examples of evidence of sexism in the media. Facilitator distributes the Media Monitor Form. Facilitator suggests various meda evaluation assignments and distributes appropriate evaluation criteria. Participants choose one area of focus and return prepared to share their data at the next session.
Suggested focus areas include:

1. View one hour of a specific type of television programming, i.e., news broadcasting, situation comedies, children's programming, educational programming, musical variety.
   (see page 56 for Television Worksheet)
2. View ten television commercials.
3. Peruse written media, i.e., newspaper and magazine articles, advertising, cartoons, illustrations.
4. Listen intently to six popular songs or peruse album covers.
5. Notice ten billboard advertisements.

Facilitator encourages participants to bring examples for display. During the following session, participants form focus groups to share their findings and present a summary to total group. A display board where participant examples can be mounted should be available. Along with each example, participants post the message protrayed (e.g. "Women are helpless," or "Men show no emotion"). Discussion follows. Participants respond in journals with "I learned..." Statements. Sharing is optional.

Project ASPIRE
Livonia, Michigan





TELEVISION PROGRAMING

1. Note numbers of males and females appearing in speaking roles.
2. Note occupations (paid work) of males and females.
3. Note "attackers" and "victims."
4. Note traits of major male and female characters.
5. Note gender of production technicians.
*6. Note gender of newscasters.
*7. Note topics of stories covered by female newscasters.
*8. Note evidence of sex bias in news content or reporting.

*Specific focus: news programs

WRITTEN MEDIA

1. Note numbers of stories about males/females.
2. Note the reasons why males/females were newsworthy.
3. Note photos of males and females - number and context.
4. Note section titles and content - both stories and advertising. Example: "Women's Section," containing articles pertaining to family life, human relations, cooking.
5. Note language used to describe males and females (i.e., titles, adjectives, etc.).

ADVERTISING

1. Note occupations of males and females depicted, if any.
2. Note language reference to males and females.
3. Note intended audience attraction techniques - sex appeal? Role appeal?
4. Note portrayal of male and female roles.

MUSIC

1. Note gender of artist and topic of song.
2. Note situations described. Who's waiting? Who's pleading? Who's dominating? Who's deciding?
3. Note the source of identity of individuals mentioned in song.

TELEVISION WORKSHEET

Name of Program_____

1. Is the major character a female___or a male___?

2. How many females___and males___are there in this program? (count only the major characters with speaking lines. Do not include faces in a street scene.)

3. What are the activities of the females and males in the program?

   Female Activities

   Male Activities

4. What are the occupations of the major females and males in the program?

   Females' Occupations

   Males' Occupations

5. Are the females shown primarily in:

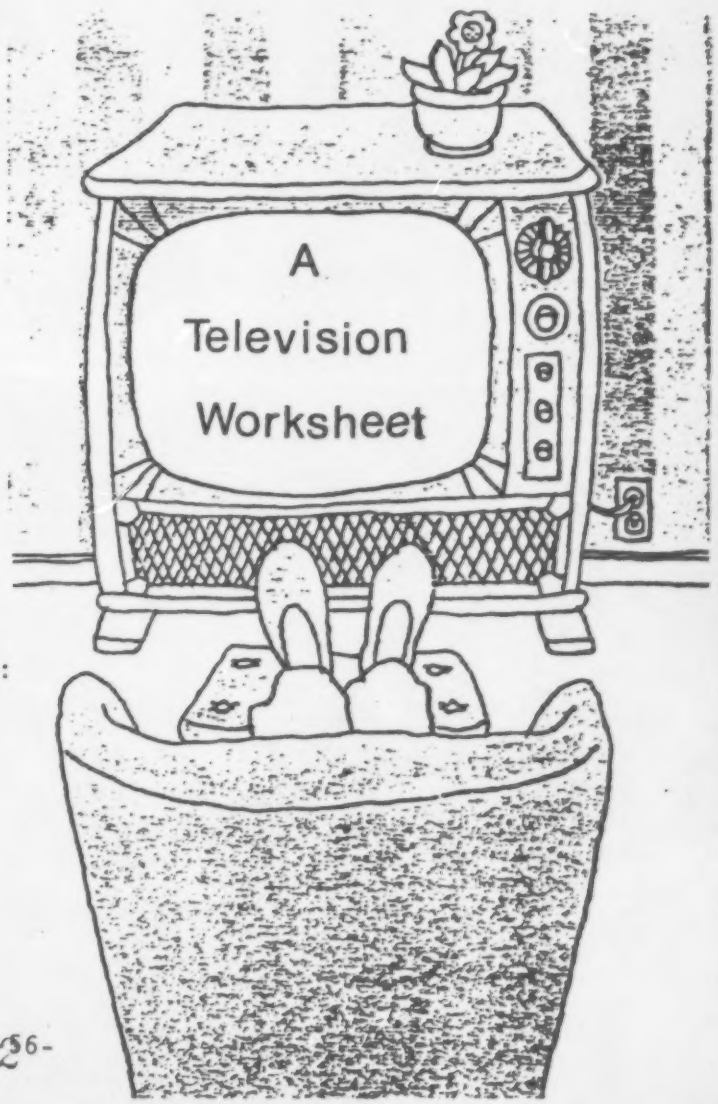
   Home___Outdoors___School___

   Business___Other___

   What about the males:

   Home___Outdoors___School___

   Business___Other___



Name: "FANTASY"

Purpose

To define sex role stereotyping.

To increase awareness of personal perceptions of the desirable characteristics inherent in the role of the opposite sex.

57

Setting

Total group

Material

Journal
Pen/pencil

Time

1 1/2 hours

73

Process

Facilitator invites participants to fantasize: "Plan a week or a day living as a member of the opposite sex. You may be anything and live anywhere. Give specific details." The following focus questions assist participants in developing their fantasy.

1. How old would you be?
2. Which race?
3. What would you look like? "Height, weight, eye/hair color, build, distinguishing features)
4. How would you provide for yourself financially?
5. Where would you live?
6. How would you live?
7. What activities would you want to be sure and include in that week?
8. Name?

Fifteen minutes are allotted for participants to make specific notes on their fantasy, part of which will be shared with the group. Facilitator describes and organizes a FISHBOWL activity, beginning with females in the central discussion area. Outer circle members listen without comment. After all females have shared fantasies, positions are reversed with the males in the inside discussion circle. Sharing continues.

Name: "PICTURE THIS"

Purpose

To examine how we may stereotype the professional future of boys and girls.

Setting

Facilities for
Individual writing
Small group (3-4)

Material

Time

30 - 35 minutes

Process

Facilitator shows participants both pictures and asks them to write a short paragraph outlining what they see in each child's future. Both personal and professional futures should be covered. Facilitator instructs participants to privately compare their futures for these two children and answer these suggested questions:

Which child will most likely:

1. Make the most money?
2. Work the longest number of years?
3. Stop working for various periods of time?
4. Get promoted first?
5. Be promoted the most?
6. Get ulcers or have a heart attack?
7. Stay home when the children are sick?
8. "Need" a job?
9. Be interested in a "nice place" to work?
10. Be able to handle considerable responsibility?

In small groups of 3 or 4, participants share their stories and then respond to focus questions:

1. What difference appeared in the predicitions for males and females? Identify several.
2. What similiarities existed?
3. What can be said about these assumptions ? Are they valid? On what information are they based?

Project ASPIRE
Livonia, Michigan

Name: "ROLE REVERSAL"

Purpose

Students will examine their feelings toward members of the opposite sex through role-playing. Role reversal is an experience that allows students to examine their attitudes and to try new behaviors. Also, this exercise gives students an opportunity to "see ourselves as others see us."

Setting

Grades 6 - 12
Total group

Material

A set of situations that can be role played by students.

Time

1 or 2 class periods

Process

Role playing can be a very useful teaching tool. Some basic procedures must be followed in order to have a successful role playing session.

1. The students should read the situation as the teacher reads it to the group.
2. The teacher should allocate roles rather than ask for volunteers so students will be playing roles different from their usual socially-assigned role.
3. The teacher probably will need to encourage the students to really put themselves into the new role and to "feel" as the person represented might feel in the same situation.
4. A time limit needs to be established so the students do not extend the activity to the point of boredom for the observers.
5. When the role playing is concluded, the teacher needs to keep the discussion open and supportive.

Don't "overload" the class by doing too many role playing situations at one time. Space these activities to fit into other lessons or use them as regularly scheduled activities for group interaction.

Simulate several situations for role playing, but let the girls play the "boys" parts and vice versa.

Suggested role playing situations:

1. A group of boys are cheerleaders and sit on the sideline watching the girls play ball. The girls laugh when the boys ask to join the team.

Name: ....."ROLE REVERSAL"..... PAGE 2

Purpose

-60-

Setting

Material

Time

Process

2. A boy acts the part of a girl and stays in the house because his mother, (a boy), is afraid for him to go outside and climb trees.
3. A girl plays the part of a boy whose father (another female student) teaches her to fix the bike. The "boy" gets frustrated and wants to quit, but father says "that's no way for boys to act."
4. Line a few students up--boys on one side--girls on the other. Now reverse their roles. Label the boys as girls--the girls as boys.

   Let the students discuss school. The girls (played by boys) are telling how they view school, their teachers, etc. and the boys (played by girls) tell what school is to them. How do students "see" schooling for members of the opposite sex?

After each role playing situatuion, ask students to react. Would they feel differently toward the situation if they were members of the opposite sex?

Activities to Combat Stereotypes
AIR
Palo Alto, California

PEANUTS
I'M NOT AGAINST HAVING A GIRL IN OUR HIKING GROUP..
IT'LL PROBABLY BE GOOD FOR HER
SOONER OR LATER, OF COURSE, SHE'LL LEARN JUST HOW DIFFICULT THESE HIKES CAN BE...
HARRIET, WAIT FOR THE REST OF US!!
5-15
© 1980 United Feature Syndicate, Inc.

Name: ....."PERSONAL JOURNAL".....

Purpose

Explore the current physical, psychological and sociological roles of males and females in our society as they relate to each individual.

-19-

Setting

Individual

Material

Ditto suggestion sheets for journal

Time

1 to 2 weeks or throughout program

Process

Many stereotypical roles are accepted by individuals without being aware of their feelings toward those roles.

Facilitator assigns students to keep a structured journal of their experiences related to their own gender socialization.

Suggested Journal entries:

1. Your honest reaction to something that happened in class.
2. Your reaction to something you read.
3. A quotation--copy it and comment on it.
4. A problem with which you are struggling.
5. Suggestions for improving class.
6. A summary of something you read.
7. A mistake from which you learned something.
8. An idea with which you disagree and why.
9. A question you cannot or won't ask in class (leave the room, the teacher will try to answer it.)
10. A favorite fantasy.
11. A description of a person you like.
12. An important experience.
13. (When all else fails) Have the students finish the sentence, "I am _____."

NOTE: Keep the time manageable so students do not tire of the assignment. Share a page from your journal with students. A related or class activity could be a classroom unit on journals in history.

Activities to Combat Stereotypes,
American Institutes for Research,
Palo Alto, California

Name: ....."CAREER LIFE LINE".....

Purpose

Participants will understand the dynamics of career development for both males and females.

Setting

Entire group working individually on their career life line.

Material

Paper 8 x 14 or larger, pencil or markers.

Time

1 to 2 hours

Process

Facilatator gives following directions to total class: Draw a horizontal line across the middle of the page (it can be shaped to show "ups and downs"). On one end mark "B.C." (beginning career) and on the other end mark "E.C." (end career). Put an "X" on the continuum where you are now.

Using symbols, stick figures or other pictures indicate factors which have influenced your career. (Include persons, places, events, decisions). Place the positive factors above the line, negative factors below the line, neutral on the line. Circle the factor in a different color. Use the following symbols to indicate decisions:

-= worst decision
+= best decision
!= when the greatest risk was taken
x= obstacle which kept you from doing something you wanted to do
?= critical decision coming up

Project into the future your goals, hopes and aspirations and place symbols on the career life line at appropriate points.

Note: This exercise is greatly enhanced if facilatator explains directions by actually sharing the meaning of each symbol. Identify significant others, adding more symbols during processing, if appropriate. With exclamation point (!) indicate any surprises or "aha's" (Share only what is comfortable to share.)

Name: "CAREER LIFE LINE"

Purpose

Setting

Material

Time

Process

Questions for the participants to discuss:

1) What part has your occupation played in choosing your other lifestyle considerations (friends, vacation time, amount of money earned, clothes your wear, etc.)?

2) How much of your career was planned vs. how much just happened?

3) What did you learn for/about yourself from doing your career life line (consistency/inconsistency in personal/professional growth, etc.)?

4) What part did your race, ethnicity or economic class play in your career choices?

Outcome Criteria:

After completing life line participants will share with others and list five new insights which the exercise provided.

Note: When using with students, start with their childhood or elementary school years.

Name: ..."OCCUPATIONAL INTERVIEW QUESTIONS"...

Purpose

The student will identify one nontraditional occupation of interest to her/him.

The student will acquire direct exposure to one nontraditional occupation.

Setting

Individual interviews that students conduct

Material

Handout "Occupational Interview Questions"

Time

30 to 45 minutes.

Process

It is important for students to recognize the wide range of job choices which exist in nontraditional fields. Exploring some career alternatives will enable them to take a closer look at the changes which have occurred in our society regarding sex-role stereotyping. Now members of both sexes are freer to pursue the career of their choice.

Distribute copies of "Occupational Interview Questions". Tell students they are to interview one person who has a job that would be nontraditional for the student. That person could be a mother or father or neighbor or anyone easily accessible. Make sure the students understand that the occupation need not be nontraditional for the individual they are interviewing, but only for themselves. Thus, a male student could interview his mother who works as a secretary or a female student her father who is a construction worker. Tell the students to ask the questions on the next page. Also, tell them there are accepted procedures for interviewing that they should observe. These are listed below. Go over them with the students.

1. Introduce yourself. If you are known to your interviewee, this is obviously unnecessary.
2. Explain your purpose. Tell your interviewee that you are studying careers in school and that this interview is an assignment.
3. Ask permission to conduct the interview. Make sure the time is convenient for your interviewee.
4. Jot down key words only, during the interview. Write out full answers later. Don't force your interviewee to waste time by watching you write.
5. Don't argue, even if you disagree. Your interviewee is doing you a favor.
6. Say thank you.

OCCUPATIONAL INTERVIEW QUESTIONS

DIRECTIONS:

Circle or write in the response of your interviewee. Feel free to "write in" a response that may not be listed on this form.

Name _____

Job Title _____

Job Locations _____

1. Which of the following do you work with the most?
   A. Data (Information)
   B. People
   C. Things

2. Name two of your job duties.

   A. _____

   B. _____

3. Which of these requirements were necessary for your job?
   A. High School education
   B. College: two years, four years, more than four
   C. Experience
   D. Special training
   E. Less than high school
   F. Other _____

4. Name two high school courses that have been particularly helpful with this job.

   A. _____

   B. _____

   C. _____

5. Are you expected to work outside your regular hours?
   A. No
   B. Yes, without pay
   C. Yes, with pay
   D. Other

6. Are you expected to join an organization?

   _____

7. What is the job outlook for persons in your field?

   _____

   _____

8. Are there opportunities for advancement? (In terms of position and pay.)

_____

_____

9. What personal traits are important for success on your job? (Examples are friendliness, understanding, assertivesness.)

_____

_____

_____

10. What is the beginning salary for this job?

_____

11. How are pay increases decided?

_____

12. Where else could you get a job doing similar work?

_____

_____

13. What other jobs could you do if there was no longer a need for persons in this field?

_____

_____

_____

14. What are some ways you can learn more about this job (be specific)?

_____

_____

_____

15. What is your advice for people interested in going into your field?

_____

_____

_____

_____

_____

ACTIVITIES FOR WEEK TWO

SECOND WEEK :

Objective: To create an awareness of sex-role stereotyping in the world of work.

MONDAY

1) Work Force Quiz
2) Ties That Bind

Page numbers for each activity are found in the Table of Contents.

TUESDAY

1) Choose from the following media (see bibliography):

   A. "Different Folks"
   B. "Caution: Men Working"

2) Occupations and Language

WEDNESDAY

1) Job Clusters
2) MOIS Search Worksheet

THURSDAY

1) Once Upon A Time
2) Role Model Visitation

FRIDAY

1) Students share with class the interview they have conducted with traditional/ nontraditional workers.

2) Choose from the following media (see bibliography):

   A. "Scoop" (middle school emphasis)
   B. "Great Expectations"
   C. "Free to Choose"

Name: "WORK FORCE QUIZ"

Purpose

Students will become aware of the current myths about sex differences and occupational stereotyping and acquire knowledge of the facts necessary to dispel them.

-69-

Setting

Total group, grades 7 through adult

Material

Copy of "Work Force Quiz"

Time

1 Hour

Process

Explain the purpose of the strategy. Pass out to each workshop participant a copy of "U.S.A. Work Force Information Quiz" and ask them to fill in their best estimates of the correct answers. After everyone has completed the quiz, the group members should reach a consensus on which answers are correct, discussing both the answers and the reasoning which led them to their conclusions. The consensus answers should be posted on the blackboard or a piece of newsprint before the correct answers are posted. Reactions to any unexpected results, etc., should then be discussed by the group, and considered in the context of existing and ideal career patterns and choices for women and men as well as differing perspectives on what might be ideal. Present and discuss the answers. Summarize.

Note: Facilitator should periodically update questions and statistics for credibility and impact. See Cost of Sex Bias (following the Work Force Quiz) for additional statistics in the academic, psychological, family and physical areas.

Answers: 1-a, 2-c, 3-d, 4-d, 5-d, 6-c, 7-d, 8-d, 9-a, 10-a

Project BORN FREE
University of Minnesota

WORK FORCE QUIZ

PLEASE CIRCLE THE CORRECT ANSWER

1. What percent of jobs in America will enable one person to support a family of four? (1)
   a. 40
   b. 50
   c. 60
   d. 70

2. Of all married women, approximately ____ are in the work force. (1)
   a. 10%
   b. 45%
   c. 60%
   d. 80%

3. Married women, on average, hold jobs outside the home for ____ years. (1)
   a. 5
   b. 10
   c. 15
   d. 25

4. ____ out of 10 married women will be employed outside the home for a significant amount of time. (1)
   a. 3
   b. 5
   c. 6
   d. 9

5. What percent of the American families fit the "traditional" model of a working father, stay-at-home mother and one or more children. (2)
   a. 34%
   b. 45%
   c. 52%
   d. 13%

6. According to a study in Michigan conducted on 500 adolescent boys and girls seeking clinical help, ____ were boys. (3)
   a. 37%
   b. 55%
   c. 76%
   d. 85%

7. For every dollar a man earns in 1980 a woman earns ____. (2)
   a. 97¢
   b. 83¢
   c. 78¢
   d. 59¢

8. Around ____ of all engineers and physicians in the United States are men. (4)
   a. 45%
   b. 65%
   c. 75%
   d. 95%

9. The median income of fully-employed women who have earned a college degree is approximately equal to that of the median income of fully employed men with a/an _____education. (4)
   a. 8th grade
   b. high school
   c. college
   d. college beyond 4 years

10. Of the 23,000 occupations listed in the Dictionary of Occupational Titles 1/3 of all working women can be found in _____ of these occupations.(4)
   a. 7
   b. 396
   c. 3,481
   d. 15,216

Sources of Data:

1. U.S. Dept. of Labor, 1979, Try It, You'll Like It
2. U.S. News and World Report, "Families", June 16, 1980
3. The Psychiatric Disorders of Childhood, Charles Shaw, p. 64
4. Project BORN FREE, University of Minnesota

THE COST OF SEX BIAS IN SCHOOLS

Girls

ACADEMIC

- Girls start out ahead of boys in speaking, reading and counting. In the early grades, their academic performance is equal to boys in math and science. However, as they progress through school, their achievement test scores show significant decline. The scores of boys, on the other hand, continue to rise and eventually reach and surpass those of their female counterparts, particularly in the areas of math and science.[1]
- In spite of performance decline on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they get for being more quiet and docile in the classroom. However, this may be at the cost of independence and self-reliance.[2]
- Girls with special educational needs (gifted and learning disabled) are far less likely to be identified and nurtured than boys with similar special educational needs.[3]

PSYCHOLOGICAL AND PHYSICAL

- As boys and girls progress through school, their opinions of boys become higher while their opinions of girls become lower. Both boys and girls are learning that in our society, boys are worth more.[7]
- Although women achieve better grades than men, they are less likely to believe that they can do college work. In fact, of the brightest high school graduates who do not go on to college, seventy to ninety percent are women.[8]
- By high school, young women demonstrate a decline in commitment to their work and their future potential. This decline is related to their feeling that boys disapprove of a woman using her intelligence.[9]
- Tests reveal that the majority of female and male college students report that the characteristics traditionally associated with masculinity are more valuable and more socially desirable than those characteristics associated with femininity.[10]
- In athletics, females also suffer from sex bias. In 1974, for example, women's athletic budgets in the nation's colleges were equal to only two percent of the men's budgets.[11]

CAREERS AND FAMILY RELATIONSHIPS

- By the middle elementary school years, girls are able to identify only a limited number of potential careers, and even these fit stereotypic patterns. Boys, on the other hand, can identify many potential occupations, and unlike girls, they are able to describe the nature of these careers in detail.[17]
- Although the common perception is that most women will work in the paid labor force only until they get married or have children, the typical twenty-five year old woman will have two children and work for a total of 34 years. Women who are single, divorced or separated will work an average of 41 years. (The work expectancy for men is also 41 years.) Few school programs, however, treat the career preparations of girls with the same seriousness and commitment afforded to boys.[18]
- Over ninety percent of the girls in our classrooms will work in the paid force for a part or most of their lives, although their school training has prepared them for only a few, low paying positions.[19]
- Many young women exhibit conflict over combining career and family roles. School programs rarely offer female students help in resolving this conflict.[20]

Partially as a result of the career counseling and preparation girls receive in school, they suffer severe economic penalties:

- Over forty percent of families headed by women live below the poverty level.[21]
- A woman with a college degree will typically earn less than a male who is a high school dropout.[22]
- The typical working woman will earn 59 cents for every dollar earned by a male worker.[23]
- Minority women earn even less, averaging only fifty percent of the wages earned by white males.[24]
- In contrast to the popular belief that things are getting better for female workers, since 1954 the gap between the wages earned by men and women has not gotten smaller. In fact, in the last 25 years this gap has almost doubled.[25]

Boys

ACADEMIC

- Boys are almost four times as likely to have reading problems as are girls.[4]
- Boys are over sixty percent more likely than girls to be grade repeaters.[5]
- Among boys and girls of equal I.Q., boys are more likely to receive lower grades than girls. Even boys who score as well or better than girls on achievement tests are more likely to get lower grades in school.[6]

PSYCHOLOGICAL AND PHYSICAL

- Society socializes boys into an active, independent and aggressive role. But such behavior is incongruent with school norms and rituals that stress quiet behavior and docility. This results in a pattern of role conflict for boys, particularly during the elementary years.[12]
- Boys are taught stereotyped behaviors earlier and more harshly than girls; there is a twenty percent greater probability that such stereotyped behavior will stay with them for life.[13]
- Conforming to the male sex role stereotype takes a psychological toll. Boys who score high on sex-appropriate behavior tests also score highest on anxiety tests. Boys are more likely to have emotional problems than are girls, and statistics indicate a higher male suicide rate.[14]
- Males are less likely than females to be close friends with one another. When asked, most males identify females as their closest friends.[15]
- The strain and anxiety associated with conforming to the male sex role stereotype also affects boys physically. Males are more likely to succumb to serious disease or be victims of accidents or violence, and the average life expectancy of men is eight years shorter than women.[16]

CAREERS AND FAMILY RELATIONSHIPS

- Teachers and counselors advise boys to enter sex stereotyped careers and limit their potential in occupations like kindergarten teacher, nurse or secretary.[26]
- Many boys build career expectations that are higher than their abilities. This results in later compromise, disappointment, and frustration.[27]
- Both at school and at home boys are taught to hide or supress their emotions; as boys and as men they may find it difficult or impossible to show feelings towards their family and friends.[28]
- Boys are actively discouraged from playing with dolls (except those that play sports or wage war). Few schools provide programs that encourage boys to learn about the skills of parenting. Many men, through absence and apathy, become not so much parents as "transparents." In fact, the most common perception children have of their father is that of punishing agent.[29]

For further information or assistance please contact:

Wayne County Intermediate School District
Expanding Career Options Project
Joyce Fouts/James Mahrt
(313) 326 9300

Name: ....."TIES THAT BIND"....

Purpose

To understand the vast implications sex role stereotyping has on men's lives.

Setting

Total group
7 through 12 grades

Material

Copies of "Ties That Bind" and Journal

Time

1 Period

Process

Facilitator distributes copies of "Ties That Bind" and reads to total class - pausing when appropriate for clarification and discussion.

Possible discussion questions:

1. Is it more difficult to grow up male or female? Give examples to reinforce your opinion.
2. Discuss pro and con of athletic competition. What type of pressure does it place on males?
3. What should the rule and responsibility of the father be in today's family?
4. Why do so many males "hide" pain either physical or or emotional? What results because of this hiding?
5. What would you do if you were a parent and had a baby boy to raise?

Peer Report, Project on Equal Educational Rights, 1980

TIES THAT BIND: THE PRICE OF PURSUING THE MALE MYSTIQUE*

Imagine a world where

* a man not only worked to support his children but had time to know them well as people;

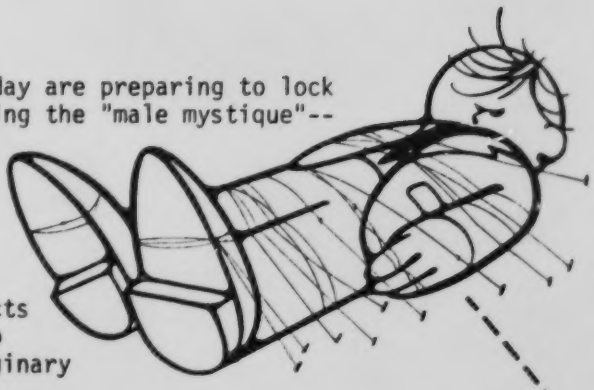
* a man could quit a job he hated and take time off to retool, counting on his wife's salary to provide a psychic and financial safety net;

* a man felt comfortable expressing a full range of human emotions--doubt, need, and grief among them;

* a man could live out his natural life span, free of the threat of early heart attacks and ulcers.

Maybe you already live in that world. If so, count yourself lucky. Lots of people don't.

And many boys and young men today are preparing to lock themselves out, too. They're pursuing the "male mystique"--the old notion that a man must be a wage-earner first and a person second, tough and unemotional. Bound and gagged, some men call it.



Understanding the traditional male stereotype and the toll it exacts may help us give kids the freedom to live in that happier, not-quite-imaginary world.

BOYS IN A BIND, AT HOME AND IN SCHOOL

Growing up male in our society can be tough.[1] Boys learn that it's not enough just to be themselves--that they must somehow prove that they are full-fledged males. They are generally taught earlier than girls are, and more harshly, to conform to society's expectations of their sex. While parents may view their "tomboy" daughter with tolerance and affection, nobody wants a "sissy" son.

The cardinal rule for boys is "don't be like a girl." Yet a boy's deepest emotional ties may be with women. After all, women--mothers, grandmothers, pre-school and elementary teachers--raise the children in this country. The demand that he be nothing like the adults he feels closest to can trigger tremendous conflicts inside a boy. Studies show a high level of anxiety in very "masculine" boys who try to do away with everything "female" in themselves.

If he can't be like girls and women, who can a boy safely emulate? Since fathers traditionally aren't home much, most boys can't learn to be a man by spending a lot of time with one. They may fill the vacuum with distorted, exaggerated information from peers and older boys and from media images--John Wayne, Spiderman, the "Hulk"--that could make anyone feel like a failure.

Young boys may view school as a "feminine" place. Research suggests that the need to prove his masculinity may push a boy into academic problems in elementary school.[2]

* For every girl with academic problems in elementary school, there are four boys.

* Two-thirds of grade repeaters are boys.

* Elementary boys outnumber girls in remedial reading two to one.[3]

In Germany, where most elementary teachers are men and reading is considered masculine, boys read better than girls do.[4]

---

*Peer Report, 1980

Messages that equate manhood with toughness and a refusal to compromise may contribute to the high rate of male disciplinary problems in school, and the harsh discipline deemed appropriate for boys may breed even harsher behavior.[5] "A kid at my school was hung up on being a tough guy," recalls one educator. "He loved the Fonzie image. He would rebel at any authority. 'Look at me, I'm so cool,' doesn't improve a kid's learning ability."

THE ATHLETICS CONNECTION

Except for war, there is nothing in American life--nothing--which train a boy better for life than football.

--Robert F. Kennedy

Americans traditionally view competitive sports as a big part of a boy's preparation for a man's life. Athletics have become another proving ground for masculinity, producing a tidal wave of pressure on boys to play sports and, above all, to win.

For many, that pressure may drown out the genuine benefits of athletic competition. If a boy can't "make it" as an athlete, he is likely to feel inadequate. He may quit, and lose out on the real pleasures of sports--the exhilaration of exercising full out and keeping fit, the elegance and comraderie of teamwork. Or he may keep trying, setting standards that have nothing to do with what he really wants or enjoys.[7]

MEN AND WOMEN

Traditional relationships between the sexes often put extra burdens on men. In the dating game, the male has been expected to play the aggressor, bravely facing down the possibility of rejection. To call Mary, and then Sue, for a Saturday night date, he may need an armor-plated ego. And the old rules deny him the pleasure of being asked out himself.

When traditional role expectations rear their heads in marriage, many men feel trapped, pressured, not free to be themselves. "She cleans the house and I'm supposed to know about the cars," says one man. "She expects me to know what every little rattle is. But I don't know that and I don't really want to know that. That's not in my job description."

The burden of carrying a dependent wife can be a heavy one, leaving a husband who's the sole breadwinner with little flexibility in his choice of a job. "When I went into my first marriage," one man reports, "I wasn't sure about a number of things. But my wife said I had to grow up fast, make some definite decisions. When I said I wanted to go to law school, she said, 'You're crazy. You have to take care of this family.'"

WINNING BREAD

Men work. The two words fit hand in glove in most people's minds. And, too often, it's not enough just to work--a man must move "up." "It was difficult for me to go into and stay in elementary teaching," says one educator. "People say, 'Is that all you want to do?' They assume that male teachers want to be administrators."

Sometimes, no matter what a man does, it seems he can't win. An ambitious man who puts in long hours may find that his family resents him for being away

from home so much. Yet if he gives his job less prominence in his life, he may feel and may be looked upon as "lazy" or less masculine. "Any man who not only says he wishes he could spend more time with his children, but actually does so, is suspected by his associates of not being properly ambitious."[8]

Under the traditional rules of the game, men have little option of staying home. There is "no set of beliefs that allows men to value themselves without regard to the marketplace."[9] If a man loses or quits his job, it can be psychologically, as well as financially, devastating. As one man puts it, "My father firmly believes that a man without a job is nothing." Not just hungry, but nothing.

Shouldn't a man feel valuable--quite apart from his paycheck?

FATHERS

My father worked hard to support us. He'd come home tired, fed-up. My mother did the child rearing. But I needed a daddy. I needed him. He'll never know how much.

Many men want to be closer to their children, but the old assumption that mother means "mommy" and father means "breadwinner" can set up barriers between dads and their kids.

First, the sheer amount of time many fathers must spend at work exacts a toll, in hours and in energy, that may not leave much for daughters and sons.

Perhaps even more damaging is the rigidity built into the male mystique, the discomfort many men feel in the nurturing role because they've been told it's not manly. And the gap between father and his children may continue into adulthood. "The closest I come to my father is a handshake," says one man.

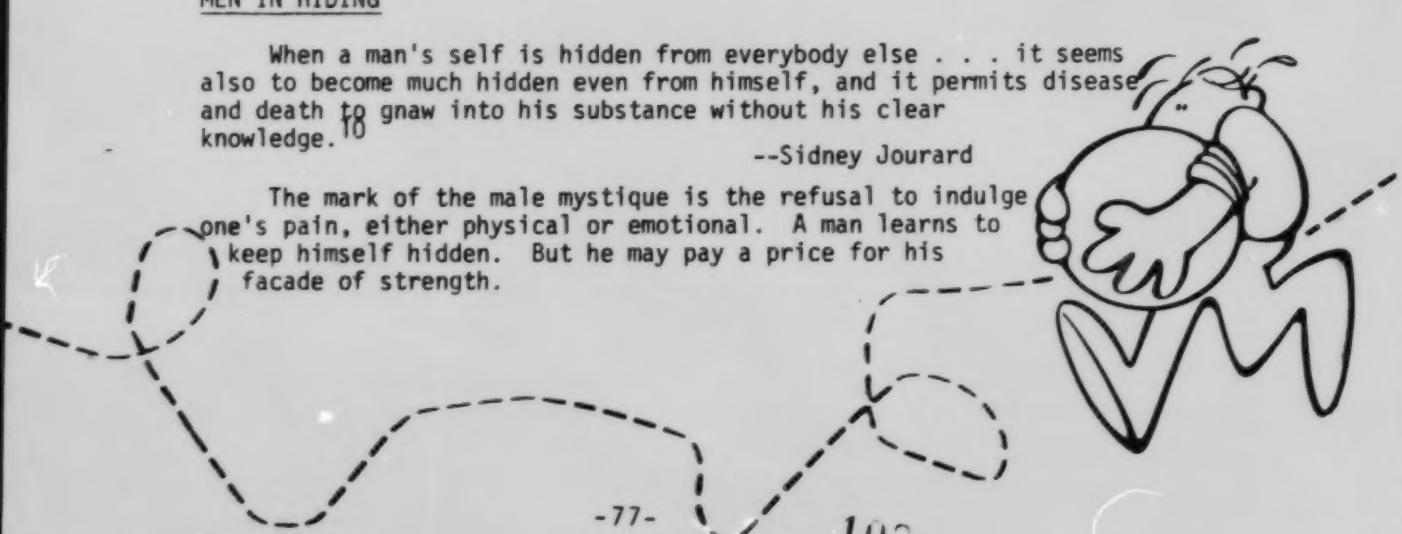
When daddy participates in child rearing, it's often in the role of the "heavy." "On everyday things, my mother set down the rules," says another man. "But when it was a crisis or 'somebody's gonna give you a spanking,' it was always my dad." "Just wait 'til your father gets home . . ." is an all-too-familiar refrain.

MEN IN HIDING

When a man's self is hidden from everybody else . . . it seems also to become much hidden even from himself, and it permits disease and death to gnaw into his substance without his clear knowledge.[10]

--Sidney Jourard

The mark of the male mystique is the refusal to indulge one's pain, either physical or emotional. A man learns to keep himself hidden. But he may pay a price for his facade of strength.



Many men learn to ignore their bodies'distress signals, until those signals refuse to be ignored. "Because it's weak to admit you're sick," says one man, "I drag myself to work when I've got the flu." Since men resist treatment during earlier stages of illness, when they do end up in the hospital, they tend to stay an average of 15 percent longer than women do.[11] And men die eight years before women do, on the average.[12]

Little boys, trying to measure up to "ideal" images of unemotional men, may find themselves boxed in. "I wanted to be a stoic Indian as a kid," one man reports, "the bravest brave. Then I wanted to be a mountain man, tough, gritty, able to withstand any adversity. But I was just tough, I couldn't talk." Isolation is the mountain man's middle name.

A boy learns not to ask for help when he needs it; later, a man may "take to the hills" when he's troubled, to work it out alone. It doesn't always work. One father said his son had often hiked the Appalachian Trail when he felt bad. Two days earlier campers had found the young man's body in a small mountain tent. He'd shot himself.[13]

Suicide statistics dramatize what may be the ultimate price of the male mystique. While women attempt suicide at least four times as often as men, men actually succeed in killing themselves nearly three times more often than women do.[14] Among women, suicide attempts may often be a last-ditch cry for help. Women tend to use milder means in their suicide attempts, preferring pills, say, to guns or hanging. It may be that men, forbidden to ask for help, dare not bungle their suicide. They dare not fail, even at self-destruction.

Believe it or not . . .

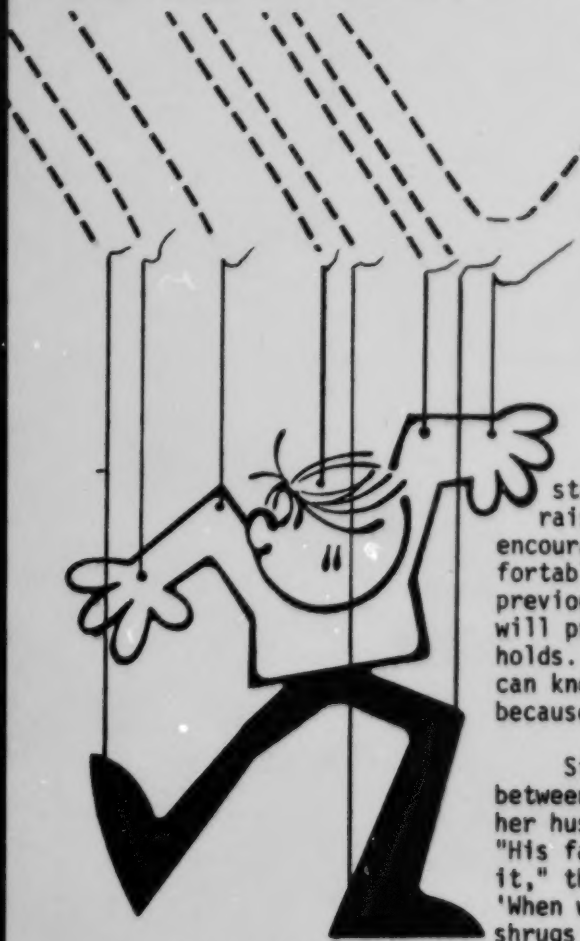
* One little maxim, "big boys don't cry," may imperil the health of millions of men.

* Researcher William H. Frey has reported finding a stress-related biochemical in tears of anguish that is absent in other tears, such as those caused by eye irritation. Social pressures on American men not to cry may harm their health, says Frey, by making them retain stress-related biochemicals.

* Peptic ulcers, more common in men than in women, are among the diseases which Frey says may be aggravated by the suppression of tears.[15]

BREAKING AWAY

Educators have a tremendous opportunity to help students of both sexes expand their concept of what it means to be a man, what it means to be a woman. Women's stuggle to break out of old expectations offers men a chance to break free, too. But many boys are blind to their new opportunity. One father puts it this way:



My son is a macho weight lifter, a wrestler. He feels a woman's place is to be at home, to look after him. He's so obnoxious about it. 'That's women's work, not men's work,' he says. In these modern days and times, some gal's gonna have to love him an awful batch to put up with him until he gets himself together. She really is. Otherwise, she'll choke him to death.

Schools can help students grow in their understanding of the world in which they'll work, marry and raise a family. Boys of all ages need permission and encouragement to learn about being a parent, to feel comfortable nurturing children. They need to know that the previously lonely burdens of breadwinning and housekeeping will probably be shared responsibilities in their households. And that a husband whose wife earns a decent salary can know that she stays with him because she wants to, not because she has to.

Students need to know about new kinds of partnerships between women and men. One teacher works full-time while her husband spends most of his days at home, writing. "His family and his father's old army buddies bug him about it," the woman reports. 'Our landlady makes cracks. 'When will you start acting like a man?' they ask. But he shrugs it off. He's doing what he really wants to do. And I like working a regular job."

Educators in many districts are working to free students from old notions about sex roles. They're

* training staff on issues of sex bias and sex equity;

* examining, replacing and supplementing biased materials;

* sparking student discussion on changing sex roles;

* encouraging students to consider a broader range of classroom and career options;

* supporting "pioneer" students who take a chance on fields of study that are new for their sex.

Parents and community groups are getting in on the act, too. They're

* forming coalitions of local groups concerned about sex equity in school;

* reviewing biased materials and suggesting alternatives;

* interviewing staff and students for their perspective on sex equity issues;

* collecting data on enrollments in traditionally single-sex classes;

* reporting to the community on progress and problems.

School and community efforts are bearing fruit. One junior high principal had worried about trying coed physical education with 13-year-old boys. Many of them were self-conscious about their athletic ability, and the principal feared they'd resist "performing" in front of girls. But the students' reaction surprised him. "It seems they could release a lot of worry, tension and self-consciousness because they were together in an easy and relaxed situation," he reports. "The integration of . . . P.E. and . . . industrial arts has made for a healthier atmosphere. Children are not playing a role anymore."[16]

That's all anyone could hope for.

1. Hartley, Ruth E., "Sex Role Pressures and the Socialization of the Male Child," Psychological Reports, Vol. 5, 1959, pp. 457-468.

2. Kagan, Jerome, "The Child's Sex Role Classification of School Objects," Fels Research Institute, 1964.

3. Vroegh, Karen, "Sex of Teacher and Academic Achievement: A Review of Research," Elementary School Journal, April, 1976, pp. 389-405

4. Preston, Ralph C., "Reading Achievement of German and American Children," School and Society, October, 1962, pp. 350-354.

5. Smith, Amanda, et al, New Pioneers: The North Carolina Program to Expand Sex Roles Through Elementary and Secondary Education. Seminar Leader's Handbook (Raleigh, N.C.: North Carolina Department of Public Instruction, 1978), p. 61.

6. Clinch, Nancy Gager, The Kennedy Neurosis (New York: Grosset and Dunlap, 1973), p.266.

7. Fasteau, Marc Feigen, The Male Machine (New York: McGraw-Hill, 1974), p.105.

Ibid., p. 92.

Ibid., p. 2.

8. Jourard, Sidney, The Transparent Self (revised edition) (Princeton, N.J.: Van Nostrand, 1971), p. 40.

9. Goldberg, Herb, The Hazards of Being Male: Surviving the Myth of Masculine Privilege (New York: Nash Publishing, 1976; Signet, 1977), p. 177.

10. U.S. Department of Health, Education and Welfare, National Center for Health Statistics, Monthly Vital Statistics Report: Final Mortality Statistics, 1977, May 11, 1979, p. 2.

11. "Body of Va. Man is Found on Trail," Washington Post, April 24, 1980, p. C20.

12. Goldberg, Herb, The New Male: From Self-Destruction to Self-Care (New York: William Morrow, 1979), p.61.

13. Frey, W.H., "Not-So-Idle Tears," Psychology Today, Vol. 13, January, 1980, pp. 91-92.

14. Blaufarb, Marjorie and John Ganoe, Title IX Sex Integrated Programs That Work (Washington, D.C.: American Alliance for Health, Physical Education and Recreation, 1978), p. 4.

Name: "OCCUPATIONAL LANGUAGE"

Purpose

To help students eliminate biased lanuage from their vocabulary.

Setting

Grades 6-12
Total group and small groups.

Material

1. Copies of "Occupational Language"
2. Newspaper Advertisement

Time

1 class period

Process

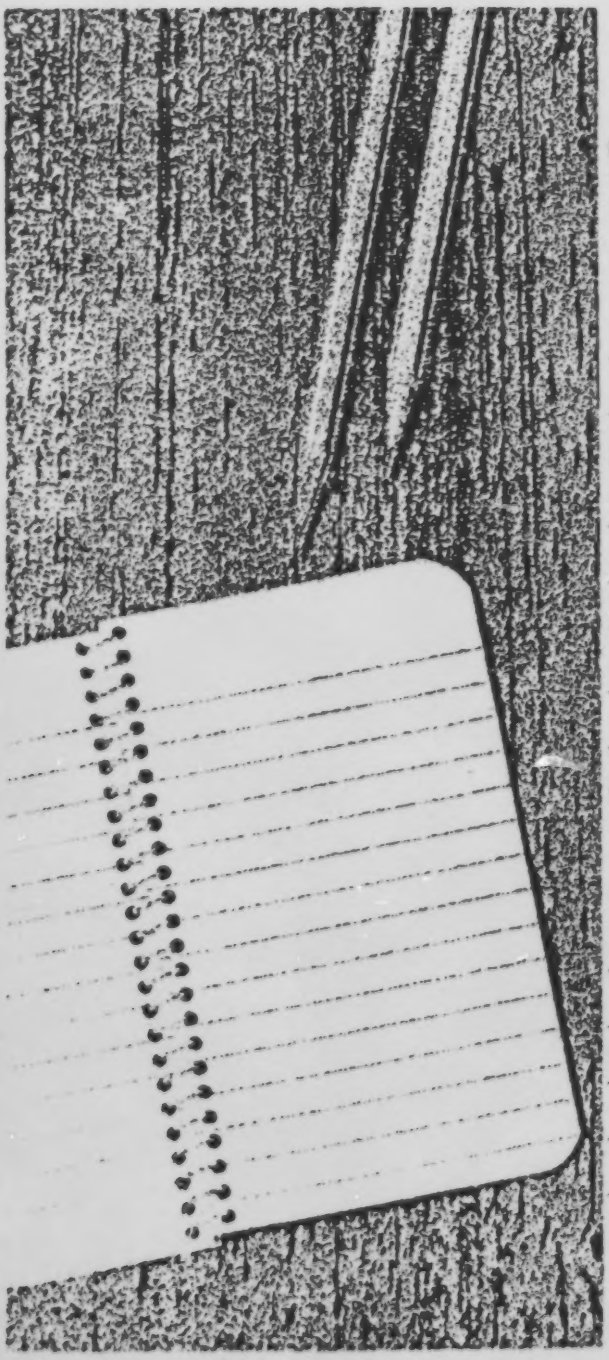
Divide the class into groups of two to four and pass out "Occupational Language" and "Newspaper Advertisement." Ask each group to decide if the item is sex biased and, if so, why. Ask them to write alternative phrases, expanded from narrow sex-biased language to include both genders. They should discuss why they are recommending changes, rather than just "translating" individually.

Remind them that people react strongly to language and that simply replacing "man" with "person" may come up with awkward results. They should keep trying out alternatives until they find expressions they would feel comfortable saying. If time is short, you may have each team begin the list at a different item, so that everything is covered for the discussion.

When the groups have finished rewriting the list, have them share their opinions about what needed changing and why and what alternations they came up with. Be sure students understand there are no right answer; there are many good choices. The importance of the exercise is to understand how language reflects cultural assumptions of the past and shapes our thinking.

A list of possible substitutes of stereotyped language is included in "Expanding Language".

Occupational Language



Rewrite the following sentences so that the thought is expressed in a way less demeaning to women:

1. Television stations frequently interview the man on the street.

2. The farmer and his wife work hard.

3. The little women played a good game of golf.

4. The film featured Dr. Anna Smyth, one of the well-known female doctors whose studies of blood plasma significantly contributed to man's understanding of microbiology in the nineteenth century.

5. Marketing analysts are trained to interview a subject in her home and research the products her family uses.

6. A teacher can encourage her students to pursue careers in education by sharing some of her personal experiences.

7. They'll hire girls, too, and handicapped people will find jobs if they qualify.

8. For the keen, diligent and interested young man. . .

9. The words were spoken by a breathtakingly beautiful blonde young woman.

10. Another example of life insurance. Consider the effect on a family of the loss of its father. What can the mother do to support herself and the children?

INDEPENDENT BUSINESSMEN. . .

Yes, your Marshall Chronicle carrier is an Independent Businessman just like many of our city's merchants. He buys wholesale and sells retail. The difference is his profit. His business success depends on his ability to deliver his product and collect for it.

Help your carrier by letting him know if his service can be improved and by paying him when he comes to collect.

Marshall Evening Chronicle

Directions: Rewrite this newspaper advertisement using neutral language.

Name: "JOB CLUSTERS"

Purpose

For students to recognize that occupations tend to cluster in several ways.

To create an awareness of non-biased occupational titles.

-85-

Process

Facilitator distributes the handout Job Clusters to each student. The facilitator briefly describes each cluster.

The class is then divided up into small groups and assigned one cluster to each group. As a group they will rewrite and/or create a new job title that will eliminate any form of sex bias.

Begin total group sharing of non-sexist titles after no more than 10 minutes of small group talk.

Setting

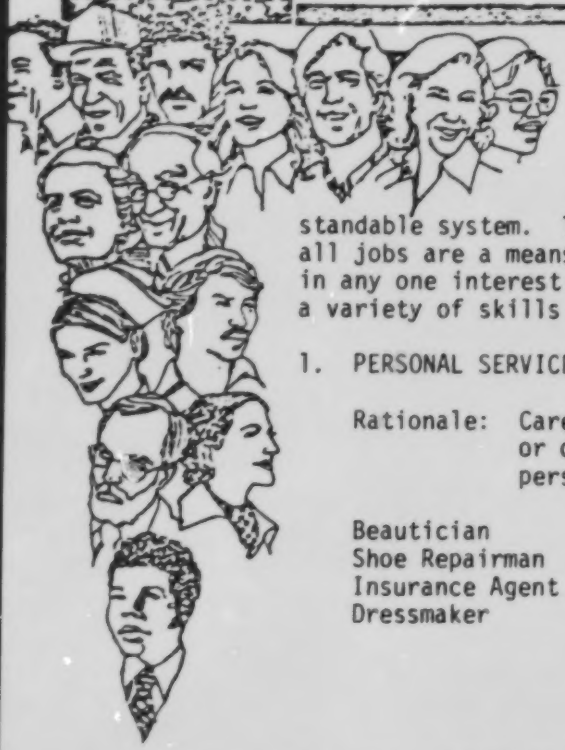
7-12 grades
small and large groups

Material

Handout - Job Clusters

Time

1 period



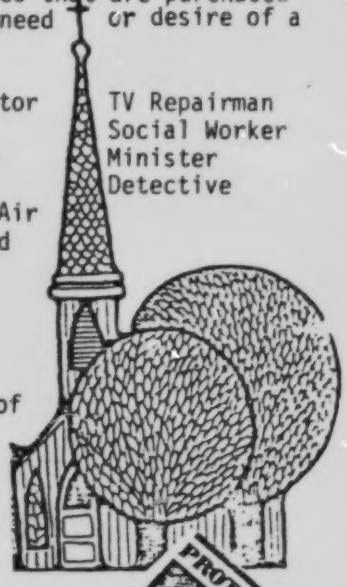
JOB CLUSTERS

Clustering is an attempt to organize the 25,000 jobs in the United States into a manageable, understandable system. The following 15 clusters, although not containing all jobs are a means of relaying the wide range of careers available in any one interest area. Within each cluster are careers that require a variety of skills and training.

1. PERSONAL SERVICES

Rationale: Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.

Beautician
Shoe Repairman
Insurance Agent
Dressmaker
Babysitter
Tailor
Barber
Teacher
Masseur
Telephone Operator
Mortician
Radio Repairman
Cook
Refrigeration, Air Conditioning and Heating Mechanics
TV Repairman
Social Worker
Minister
Detective



2. HEALTH SERVICES

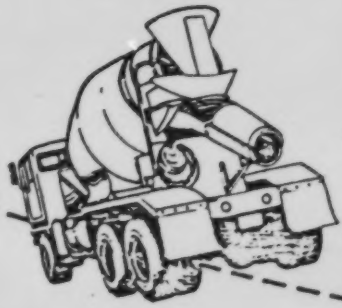
Rationale: Career related to the determination of health problems, physical caring for the problems and exploring possible preventive measures.

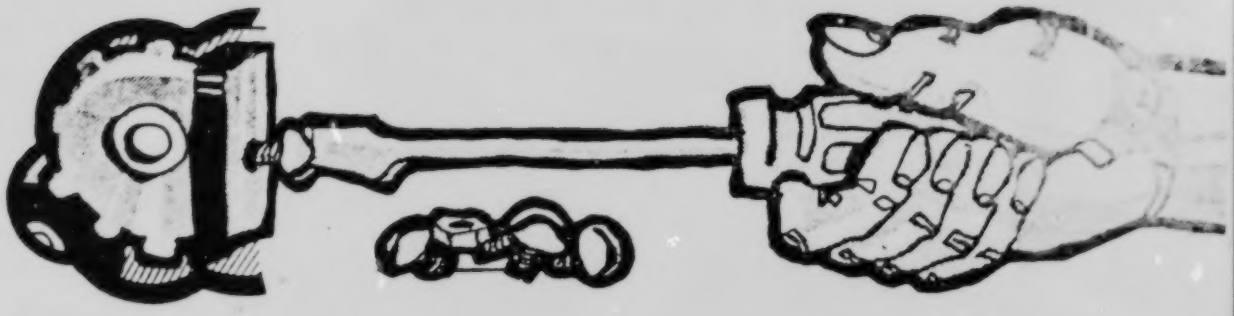
Psychologist
Doctor
Orderly
Veterinarian
Occupational Therapist
Food and Drug Inspector
School Health Educator
Optometrist
Pharmacist
Podiatrist
Nurse's Aide
Osteopath
Laborator Technician
Hospital Administrator
Practical Nurse
Bacteriologist
Phychiatrist
X-Ray Technician
Nutritionist
Health Economist
Medical Records Clerk
Ambulance Driver
Medical Illustrator
Dentist
Chiropractor
Nurse
Dental Hygienist
Medical Secretary and Librarian
Speech and Hearing Therapist
Dietician

3. CONSTRUCTION

Rationale: Careers relating to building.

Mobile Home Builder
Architect
Engineer
Carpenter
Printer
Cement Mason
Plasterer
Surveyor
Pipefitter
Draftsman
Electrician
Mason
Plumber
Excavator
Industrial Designer
Roofer
Heavy Equipment Operator
Cabinet Worker
Paper Hanger
Bricklayer





4. MANUFACTURING

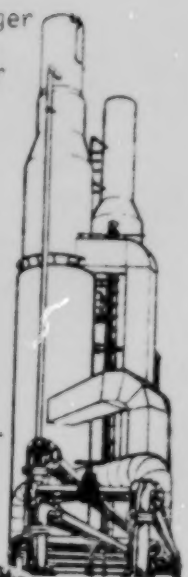
Rationale: Careers which create a product

Machine Operator	Industrial Designer	Chemist	Welder
Electronic Engineer	Skilled Tradesman	Designer	Plant Manager
Labor Consultant	Training Personnel	Developer	Production
Assembly Line Operator			Researcher
Industrial Traffic Manager			

5. TRANSPORTATION

Rationale: Careers related to the movement of people and things and improvement of or care for the necessary equipment.

Truck Driver	Brakeman	Bus & Taxi Driver
Pilot	Station Agents	Locomotive Engineers
Automobile Designer	Used Car Salesman	Teamster Official
Motorcycle Repairman	Travel Agent	Bicycle Salesman
Porter	Traffic Policeman	Auto Mechanic
		Body and Fender Repairman



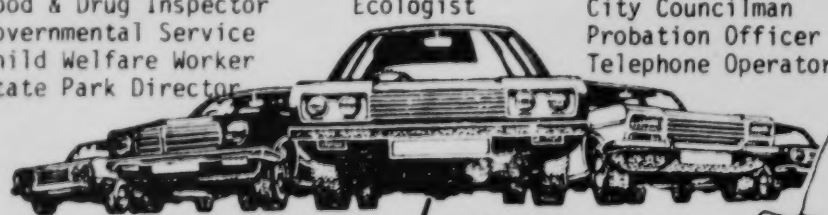
6. AGRI-BUSINESS AND NATURAL RESOURCES

Rationale: Careers related to the productive use of land.

Farmer	Feed Store Manager	Agricultural	Florist Helper
Dairymen	Fish & Game Manager	Poultrymen	Wildlife Manager
Agronomist	Soil Conservationist	Rancher	Field Technician
Engineer	Petroleum Engineers	Butcher	
Florist	Mining Engineers	Farm Agent	

7. PUBLIC SERVICE

	Narcotic Agent	Electrical Worker
Kindergarten-Elementary	Janitor	Urban Planner
Secondary Teacher	Life Guard	Refuse Collector
School Administrator	Librarian	Court Bailiff
Nursery School Teacher	Lawyer	Deputy Sheriff
Counselor-School, Em-	Military	State Policeman
ployment Rehabilitation	Mailman	Civil Engineer
Federal Prison Guard	Fireman	Court Recorder
Food & Drug Inspector	Ecologist	City Councilman
Governmental Service		Probation Officer
Child Welfare Worker		Telephone Operator
State Park Director		



8. ENVIRONMENT

Rationale: Careers related to the protection, improvement of and proper use for the surroundings that influence a life.

Forest Ranger	Gardener	Air Pollution Inspector
Fish & Game Warden	Naturalist	Environmental Technician
Meterorologist	Recycling Operator	Environmental Engineer
Park Ranger	Landscape Architect	City Engineer
Tree Surgeon	Biologist	Plant Inspector
Mine Inspector	Forestry Aides	Ecologist
Range Manager	Geologist	Allergist
Camp Counselor	Geophysicist	Horticulturist

9. HOSPITALITY AND RECREATION

Rationale: Careers which enhance leisure for mankind.

Stewardess	Waiter	Dietician
Waitress	Travel Agent	Golf Pro
Chef	Steward	Cashier
Social Directors	Swimming Pool Mgr.	Baker
Restaurant Hostess	Desk Clerk	Doorman
Ticket Salesman	Vocalist	Dancer
	Carnival Worker	Camp Director
	Playground Director	

Restaurant Mgr.
Athlete
Short Order Cook
Hotel-Motel Mgr.
Restaurant Owner
Skating Rink Attendant

10. FINE ARTS AND HUMANITIES

Rationale: Careers related to the cultural and esthetic improvement of human life.

Cartoonist	Professional Musician	Literary Writer
Actor	Orchestra Leader	Film Editor
Dancer	Piano Technician	Music Teacher
Singer	Free-Lance Artist	Art Critic
Author	Commercial Artist	Literary Writer
Composer	Interior Decorator	Sign Painter
Poet	Magazine or Newspaper Illustrator	Music Director
Sculpturist	Floral Designer	Stage Designer
Jewler	Crafts Teacher	Singing Teacher
Weaver	Museum Worker	Art Historian
Potter	Jewelry Maker	Set Designer
Editor	Song Writer	TV Illustrator
Usher	Proofreader	Lighting Expert
Actress		Publisher

11. COMMUNICATIONS AND MEDIA

Rationale: Careers related to the transmission of information.

- Journalist
- Newswriter
- Printer
- Lecturer
- Sportscaster
- Proofreader
- Bookbinder
- Typist
- Interpreter
- Recording Artist
- Morse Code Opeator
- Maintenance Technician
- Audio-Control Technician
- Transmitter Technician
- Video Technician
- Foreign Correspondent
- Staff Correspondent
- Electronic Technician
- Staff Programmer
- Advertising Personnel
- Creative Writer
- Recording Equipment Repairman
- Business Office Personnel
- Radio-TV Announcer
- Lighting Technician
- Photographer
- Script Writer
- Technical Writer
- Sound Engineer
- Illustrator
- Symbol Designer
- Typesetter
- Darkroom Processor
- Transmission Technician

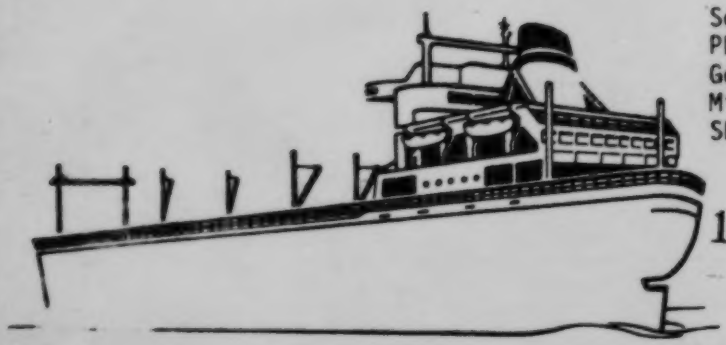
12. MARKETING AND DISTRIBUTION

Rationale: Careers which facilitate the development and economic movement of a product.

- Salesman
- Statisticians
- Economists
- Sales Engineer
- Buyer
- Assistant Buyer
- Investigator
- Systems Analyst
- Consumer Product Seller
- Production & Control Position
- Packaging & Designer
- Sales Supervisor
- Wholesale & Retail Distribution
- Advertising Manager
- Lay-out Person
- Sales Supervisor
- Marketing Researcher
- Store Management
- Personnel Manager
- Floor Representative
- Claims Adjuster

13. MARINE SCIENCE

Rationale: Careers related to the understanding, exploration and commercial uses of the sea.



- Seaman
- Physicist
- Geophysicists
- Microbiologist
- Ship Crewman
- Marine Biologist
- Commercial Fisherman
- Flood Gate Operator
- Fish Culture Technician
- Public Health Service Scientist
- Aquatic Biologist
- Laboratory Technician
- Marine Miner
- Oceanography Teacher

14. BUSINESS OFFICE

Rationale: Careers related to the efficient management of the business community.

Office Manager
Data Processor
Computer Programmer
Purchasing Agent
Office Machines Operator
Business Services Workers
Bookkeeper
File Clerk
Secretary
Receptionist
Credit and Collection Managers
Trailer Salesman
Personnel Director
Computer Operator
File Clerk
Key Punch Operator
Stenographer
Civil Service Secretary
Systems Analyst
Tape
Advertising Workers
Public Relations Workers
Bank Teller
Accountant
Legend and Medical Secretary
Secretary
Librarian

15. CONSUMER AND HOMEMAKING EDUCATION

Rationale: Careers related to the purchase and proper use of products for the home.

Interior Decorator
Extension Agent
Home Demonstration Agent
Credit Interviewer
Fasion Coordinators
Price Control Agents
Director of day care centers
Hospital Equipment Housekeeper
Fashion Editor
Appliance Demonstrators
Model
Seamstress
Nutritionist
Presser
Dressmaker
Paid Companion
Hotel Housekeeper
Window Dresser
Drapery Maker
Milliner
Home Economist
Homemaker
Salesperson
Inspector
Checker
Painter

NOTE: It is obvious from the job titles listed in the various clusters that an occupation may fail into more than one cluster, and it should be equally obvious that there is nothing sacred about this particular cluster system.

Name: "MOIS (Michigan Occupational Information System) SEARCH"

Purpose

To explore at least three occupations which are related to the students' interests abilities and expectations.

To explore at least one occupation which is considered to be nontraditional for each student.

Setting

Individually or in small groups.
Many teachers have used the Media Center, Counseling Office or Career Resource Center for this activity.

Time

1 - 11/2 for total activity

Material

For each student:
1. MOIS User Handbook
2. MOIS Inventory Worksheet
3. Occupational Interview Questions.

For small groups of students:
1. A microfiche reader or reader-printer.
2. A current set of MOIS microfiche

See the MOIS contact person for your school system or building for these materials and equipment.

Process

The facilitator should follow these steps in carrying out this activity:

1. Conduct the MOIS Search yourself so you understand the process.
2. Introduce the activity by explaining that students will be exploring careers which are of interest to them, one of which will be a career considered nontraditional for their particular sex.
3. Assemble all necessary materials and equipment. Usually it is best to conduct the activity where the readers are housed. Check with your media coordinator. If you have enough readers, it would be preferable to conduct the activity right in your classroom.
4. Using the MOIS User Handbook and MOIS Worksheet, have the students complete the worksheets. It's best if you take them through the Handbook one section at a time or do a sample search for them first.
5. Circulate among students to answer any questions and to help those experiencing difficulty.
6. When students have completed their list of occupations to explore, have them pick three, one of which must be nontraditional for them.
7. Divide students into small groups (3-4) and instruct them how to operate the reader. If some of your students have used MOIS before they can help other students in completing the worksheet and operating the readers.
8. Have students complete an Occupational Interview Questions sheet for each occupation explored.
9. At the conclusion of the MOIS Search, have students share their exploration of their nontraditional occupation and what they learned from it.

MOIS User Handbook
MICROFICHE

INTRODUCTION:

The Michigan Occupational Information System (MOIS) consists of a series of information files designed to provide users with current, accurate, and valid occupational and educational information. In this system, 350 MOISCRIPTS, containing information covering over 1,400 occupational specialties, are included in both the MOIS microfiche and computer systems.

Purpose of the *MOIS User Handbook:*

The purpose of this handbook is to provide you with a structured search (MOIS Inventory) through which you may gain a better understanding of how your personal interests and goals relate to the requirements of various occupations. The experience you gain by completing the "MOIS Inventory" may be helpful to you as you develop your career plans and begin to make related educational and occupational choices.

As you respond to the questions listed on the following pages, keep in mind that as you grow and change your personal preference for certain job-related activities and tasks may also change.

Objectives of the *MOIS User Handbook:*

After reading this handbook, you should be able to select and record in the appropriate box on the *MOIS Inventory Worksheet:*

I — One Interest Cluster, p.4

A — One Area of Work, p. 5

S — One Physical Strength Level, p. 6

C — One or more Physical Capabilities, p. 7

W — One Working Condition, p. 8

E — One or more Educational Levels, p. 9

T — One or more Temperaments, pp. 10-11

✔ — Identify those MOIS Inventory choices that are most important to you, p. 12

HOW TO BEGIN USING THE MICROFICHE SYSTEM

MOIS offers two basic paths for exploring careers: 1) structured and 2) direct.

STRUCTURED SEARCH

The structured search, called the "MOIS Inventory," serves as a guide for your career exploration. This process will help you expand or narrow your career options. Complete this inventory and record your responses on an *MOIS Inventory Worksheet.*

DIRECT SEARCH

The direct search is designed so that you can readily obtain occupational and educational information by using the *MOIS Microfiche Index* and the microfiche system. The indexes provide a listing of all MOIS occupational and educational numbers and titles keyed to the information stored in the microfiche system. MOIS offers six files of information you can directly explore in the microfiche system:

1. MOISCRIPTS **(occupational descriptions)** Contains over 1,400 occupational specialties in 350 MOISCRIPTS reflecting 95% of the employment in Michigan. Coverage includes national, state, and regional information on these topics: a) Nature of the Occupation, b) Working Conditions, c) Worker Requirements, d) Earnings and Advancement, e) Employment and Outlook, and f) Sources of Additional Information.

2. MOIS Post-Secondary Programs Contains information on 118 post-secondary education and training programs related to occupations in Michigan. The a) purpose, b) core courses, c) entrance requirements, d) schools offering, e) length, and f) cost of each program are listed.

3. MOIS Post-Secondary Schools Contains information on 300 two-year and four-year colleges and universities, and private vocational schools in Michigan. Schools are listed which offer education and training programs related to MOISCRIPTS.

4. MOIS Apprenticeship Programs Contains 52 apprenticeship training programs in Michigan related to specific MOISCRIPTS. Information on a) content, b) length of programs, c) local contacts, d) what is learned on the job, and e) what is learned in the classroom is included.

5. MOIS Military Training Opportunities Contains 116 military titles which have civilian related information in the MOISCRIPTS. Information on a) branches of services offering training, b) service titles, c) duties, and d) sources of information is included.

6. MOIS School Subjects Contains 98 school subjects related to the MOISCRIPTS.

WHERE DO YOU WANT TO BEGIN?

A. MOIS Inventory — Begin on page 3 of this Handbook
B. Indexes of Occupational and Educational Titles — See *MOIS Microfiche Index*
C. MOIS Occupational and Educational Information — See *MOIS Microfiche*

MOIS INVENTORY:

(What I Am Like and What I Want to Become)

The "MOIS Inventory" is designed to help you select, explore, and learn about occupations that reflect your personal career goals. This inventory will help you better understand yourself and assist you in selecting and exploring occupations that relate to your occupational and educational interests.

Listed below are the occupational and educational choices you will be asked to respond to as you complete your "MOIS Inventory."

I **Interests:** Interests are defined in terms of a worker's preference to working with Data, People, or Things. MOIS has three (3) interest areas you can explore.

A **Areas of Work:** Areas of work are defined in terms of general work settings where persons perform a variety of assigned job duties. MOIS has five (5) areas of work you can investigate.

S **Physical Strengths:** Physical strengths are defined in terms of the lifting activities workers must perform. MOIS has three (3) strength categories you can select.

C **Physical Capabilities:** Physical capabilities are defined in terms of the physical abilities required of a person to perform certain job duties. MOIS has five (5) physical capabilities you can explore.

W **Working Conditions:** Working conditions are defined in terms of the physical surroundings (environment) in which workers perform their job tasks. MOIS has three (3) working conditions you can survey.

E **Education:** Education levels are defined in terms of the normal training necessary to enter an occupation. MOIS has ten (10) levels of education and training you can review.

T **Temperaments:** Temperaments are defined in terms of the types of situations persons must adjust to in a work setting. MOIS has ten (10) temperaments you can explore.

POINTS TO REMEMBER:

Each of the above areas is designed for you to identify potential occupations to explore.

1. Follow the directions for each area and *record all of your responses on your MOIS Inventory Worksheet.*
2. Complete the Interest section of the "MOIS Inventory" first and then proceed to the remaining sections.
3. *DO NOT WRITE IN THIS HANDBOOK!!*

I Interests

DEFINITION

Interests are preferences for certain types of job activities. Some individuals prefer to work with *data* (information); others prefer jobs that allow them to work more directly with *people*; others prefer jobs that allow them to work with *things* (machines, tools, or equipment); still others prefer jobs that include all or some combination of these interest areas. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. This is not a test; there are no right or wrong answers. Each answer should reflect how you personally feel toward each statement.

B. Below are definitions of each of the three data, people, things interest areas. *Read all three* definitions carefully and then *select the one cluster* you would like to explore and enter your choice on the MOIS Inventory Worksheet above the Letter "I." At the bottom of this page is an example showing you where to code your *interest* choice.

I Prefer Occupations Which Primarily Involve

(Select Only One)

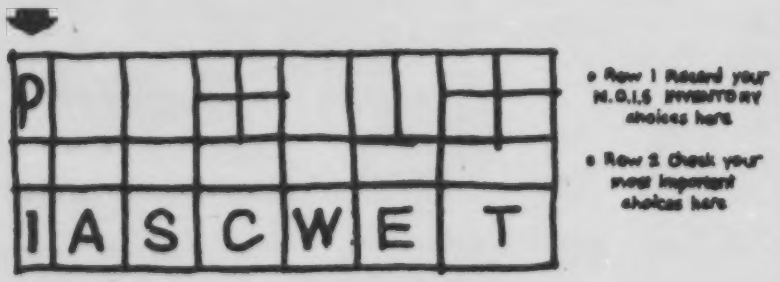
D **data:** In DATA occupations you deal with information, knowledge, and ideas. You work with words, numbers, or both. Generally, you should prefer more contact with *information* than with people or things.

P **people:** In PEOPLE occupations you deal with humans or occasionally animals. Generally, you should prefer more contact with *people* than with data (information) or things.

T **things:** In THINGS occupations you work with machines, tools, materials, and equipment. Generally, you should prefer more contact with *things* than with data (information) or people.

MOIS INVENTORY WORKSHEET

EXAMPLE



A. Areas of Work

DEFINITION

There are a variety of broad career fields in which persons may be employed. Some persons prefer business activities, others prefer working in the engineering or entertainment fields; and still others prefer to work in the medical or music areas. The occupations in MOIS are also related to five (5) areas of work. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Review each of the 5 areas of work carefully.

B. Select the one area of work which matches your preference and enter your choice on the MOIS Inventory Worksheet above the Letter "A." At the bottom of this page is an example showing you where to code your *Areas of Work* choice.

I Prefer To Work In One Of The Following Areas Of Work:

(Select Only One)

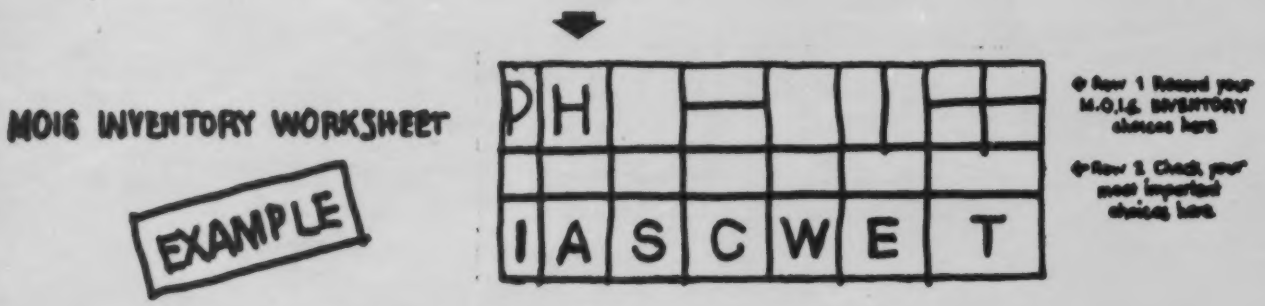
B **Business and Clerical**

H **Humanities and Human Relations**

P **Personal and Protective Services**

S **Science, Mathematics and Engineering**

T **Trades and Industry**


MOIS INVENTORY WORKSHEET
EXAMPLE
P H
I A S C W E T
Row 1 Record your M.O.I.S. INVENTORY choices here
Row 2 Check your most important choices here

S Physical Strengths

DEFINITION

Physical strengths are grouped in terms of the lifting activities workers must perform. There are three (3) strength levels in the MOIS Inventory. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Read each of the three (3) physical strength definitions carefully.

B. Select the one strength category which you prefer and enter your choice on the MOIS Inventory Worksheet above the Letter "S." At the bottom of this page is an example showing you where to code your *Physical Strength* choice.

I Prefer Work Situations Which Require The Following Level Of Physical Strength:

(Select Only One)

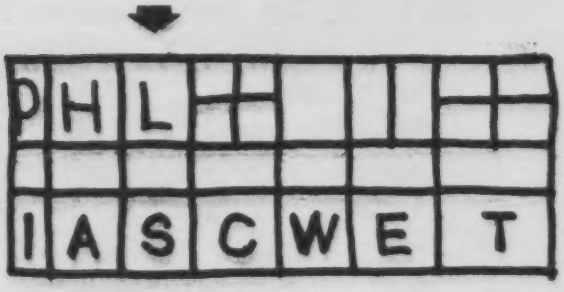
L **Light Work:** Occupations which require the worker to lift no more than 20 pounds with frequent lifting and/or carrying of objects weighing up to 10 pounds.

M **Medium Work:** Occupations which require the worker to lift no more than 50 pounds with frequent lifting and/or carrying of objects weighing up to 25 pounds.

H **Heavy Work:** Occupations which require the worker to lift objects weighing over 50 pounds with frequent lifting and/or carrying objects weighing over 25 pounds.

MOIS INVENTORY WORKSHEET

EXAMPLE



C Physical Capabilities

DEFINITION

Physical capabilities are the physical abilities a person must have in order to perform certain job duties. The MOIS Inventory contains five (5) physical capabilities. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Read each of the five physical capabilities carefully.

B. Select *one* or *more* physical capabilities which you *DO NOT* want to perform and enter your choices on the MOIS Inventory Worksheet above the Letter "C." At the bottom of this page is an example showing you where to code your *Physical Capabilities* choices.

I Prefer Occupations Which DO NOT REQUIRE The Worker To:

(Select One or More)

C **Climb/Balance:** Climb poles, scaffolds, stairs, or ramps, using feet and legs and/or hands and arms.

H **Handle, Reach, Finger/Feel:** Extend the hands and arms, grab objects and perceive the texture, shape and size of objects.

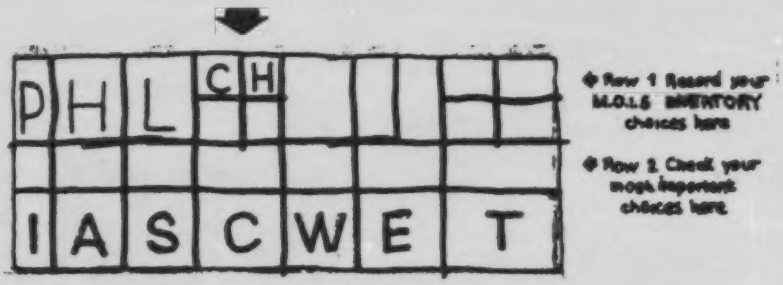
K **Kneel, Stoop/Crouch:** Bend both body and legs, while moving about on hands, knees or feet.

S **See:** Perform activities that involve good eyesight for production and/or safety of self and others.

T **Talk/Hear:** Express or exchange ideas by means of spoken language or recognize sounds.

MOIS INVENTORY WORKSHEET

EXAMPLE



W Working Conditions

DEFINITION

Working conditions are the physical surroundings of a worker in a job. THE MOIS Inventory contains three (3) working conditions. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Read each of the working conditions carefully.

B. Select the statement which matches your preference for a particular working condition and enter your choice on the MOIS Inventory Worksheet above the Letter "W." At the bottom of this page is an example showing you where to code your *Working Conditions* choice.

I Prefer Occupations Which Provide The Worker:

(Select Only One)

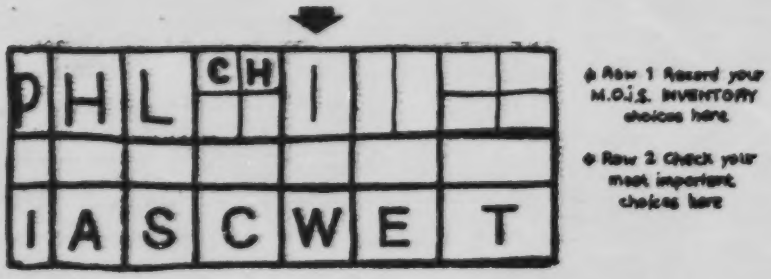
I **Inside Working Conditions:** With protection from weather conditions but not necessarily from temperature changes.

O **Outside Working Conditions:** With no apparent protection from weather.

B **Both Inside and Outside Working Conditions:** With job activities inside and outside in equal amounts.

MOIS INVENTORY WORKSHEET

EXAMPLE



E Education

DEFINITION

The levels of education and training you receive will have an effect on the career you plan to enter. Some people are not willing to complete high school; others would like to obtain advanced degrees from universities; still others prefer to be trained "on-the-job" or through apprenticeship programs. There are ten (10) education and training levels in the MOIS Inventory. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Review each of the ten MOIS education and training statements.

B. Select *one or more* educational levels and enter your choices on the MOIS Inventory Worksheet above the letter "E." At the bottom of this page is an example showing you where to code your *Education* choices.

I Prefer Occupations That Have Entry Levels Which:

(Select One or More)

1 do not require a high school diploma

2 require on-the-job training (OJT) from an employer (may or may not demand a high school diploma or GED)

3 require a high school diploma or GED

4 require a high school diploma with specific vocational classes

5 require private vocational school training

6 require a community college education

7 require training in an apprenticeship program (three to four years)

8 require a bachelor's degree (four years of college education)

9 require a master's degree (five to six years of college education)

0 require either a professional degree in such areas as law, medicine, and theology or a Ph.D. (seven to ten years of college education)

MOIS INVENTORY WORKSHEET

EXAMPLE

P	H	L	CH		I	8	9	
I	A	S	C	W	E		T	

Row 1 Record your M.O.I.S. INVENTORY choices here.

Row 2 Check your most important choices here.

T Temperaments

DEFINITION

The types of personal adjustments that you will be required to make on a job will have an effect on the career you plan to enter. Some workers are not willing to make personal adjustments while others are able to adjust to different job demands and work situations. What types of personal adjustments are you willing to make? There are ten (10) temperaments in the MOIS Inventory. Read the directions below and answer this section of your MOIS Inventory.

DIRECTIONS:

A. Read each descriptive statement concerning the temperaments that are involved in most work situations.

B. Select *one* or *more* temperaments which best describe the type of situation in which you would prefer to work and enter your choices on the MOIS Inventory Worksheet above the Letter "T." At the bottom of the next page is an example showing you where to code your *Temperaments* choices.

I Am Most Comfortable In Work Situations That Involve:

(Select One or More)

A **Accuracy:** In these situations you would precisely follow established rules and specifications to meet set limits, tolerances or standards. *Can you follow detailed instructions?*

C **Creativity:** In these situations you would express *your* own original ideas to produce something new. *You might create a painting, a hair style, an editorial, a dance routine, or a song.*

D **Directing:** In these situations you would plan and organize work and give instructions to others. *Can you handle responsibility?*

E **Evaluation:** In these situations you would make decisions and/or judgments based on your five senses (seeing, hearing, smelling, tasting, touching) and/or past experiences. *For example, Honey tasters use their sense of taste to decide which honey is the sweetest.*

I **Interaction:** In these situations you would have to deal cooperatively and effectively with people. *Can you get along well with others?*

L **Logic:** In these situations you would use logical step-by-step procedures to complete tasks or analyze and solve problems based upon accurate information. *For example, A chemist scientifically tests honey to determine its sugar content.*

P **Persuasion:** In these situations you would work with people to get them to *do* something. *Can you "sell" or influence others?*

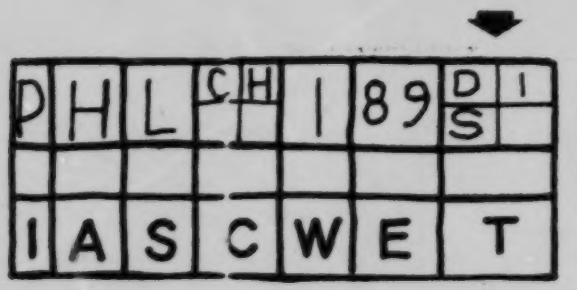
R **Repetition:** In these situations you would work at the same task for long periods of time. *Can you do the same thing over and over?*

S **Stress:** In these situations you would have to take risks and react effectively to unexpected events. *Can you keep calm and perform well under pressure?*

V **Variety:** In these situations you would use different skills at different times to do different things. *Can you be flexible?*

MOIS INVENTORY WORKSHEET

EXAMPLE



Row 1 Record your M.O.I.S. INVENTORY choices here

Row 2 Check your most important choices here

Identifying Your Most Important Choices

It is important for you to think about your MOIS Inventory in terms of your feelings and the way in which you responded to each part.

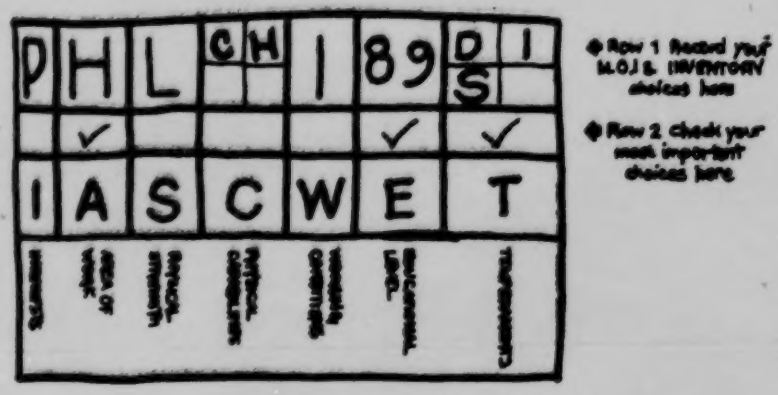
DIRECTIONS:

A. Review your responses to each section of the inventory.

B. Place a check (✓) under those choices in row one that are most important to you. (Example: If Areas of Work, Education, and Temperaments are most important to you, place a "✓" in each of those boxes in row 2.)

C. Identify specific occupations within your MOIS interest cluster by following the directions provided for you on your MOIS Inventory Worksheet.

MOIS INVENTORY WORKSHEET



EXAMPLE

FINAL NOTE

This concludes your use of the MOIS User Handbook and the "MOIS Inventory." It is hoped that this exercise will serve as a basis for your continued exploration of occupations. Perhaps this experience will help you develop a better understanding of your personal goals and values as well as assist you in developing your educational and occupational plans.

MOIS

WORKSHEET

MOIS INVENTORY WORKSHEET (MICROFICHE)

NAME _____ DATE _____

DIRECTIONS

1. Select the Scan Sheets that match the letter (D, P, or T) of the "Interest Cluster" you chose in row 1, column "I."
2. Place your Worksheet on top of one of the Scan Sheets you selected so that the heavy black lines on both sheets line up.
3. Begin by sliding your Worksheet down, stopping at each row to compare your profile with that of each occupation on the Scan Sheet.
4. For a match to occur:
   - A. Remember that you are looking for matches *only* in those areas that you checked as *being most important* to you in row 2.
   - B. For *every area* you checked, *at least one* of your choices must appear on the Scan Sheet.
   - C. In Section "C," *all* of the letters you selected must be among those that appear on the Scan Sheet.
5. Record (in the boxes at the right) the numbers, titles, and locations of any MOISCRIPTS that match *all* of your most important choices.
6. Continue your search for occupations by going directly to the MOIS Microfiche that contains the MOISCRIPT you wish to explore first.

◆ Row 1 Record your M.O.I.S. INVENTORY choices here

◆ Row 2 Check your most important choices here

Record information about MOISCRIPTS here:

MOIS #	MOISCRIPT TITLE	FICHE #

Record education and training information on the back.

Name: "ONCE UPON A TIME"

Purpose

To help students think about their preparation for the world of work.

To reinforce students' awareness of stereotyped role expectations in the world of work and in the family.

To increase students' understanding of how changing roles will affect career and vocational decisions.

Process

Distribute one copy of either the "Cinderella" or "Prince Charming" story (depending upon sex) to each student. (This may be done as a homework assisgnment).

After students have read the story they should complete the second sheet by checking off each item applicable to them.

Discussion Focus:

When completed, ask students for their interpretation of their responses. Read and discuss the scoring.

Setting

Total group

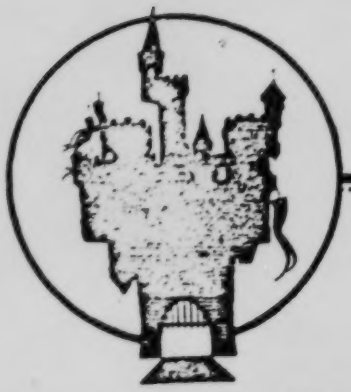
Material

Males receive a copy of "Prince Charming - Females receive a copy of "Cinderella".

All students receive a copy of scoring instructions.

Time

1 Hour



Prince Charming

Once upon a time there lived a fine young man named "Prince Charming". He lived in a castle with his mother and father, the Queen and King. Although he loved to eat and look "charming", he never had to do "castlehold" tasks; those were taken care of by young maidens. (So he never made an attempt to learn to do such things.) Each morning Prince Charming would ride off to fight dragons. He was chivalrous, adventuresome and brave. Eventually the Queen felt that Prince Charming should find himself a young women to be his wife. So Prince Charming set out to find the woman of his dreams and fell madly in love with someone named Cinderella. Now Cinderella was not only sweet and beautiful but took care of the castle. After all, she had been responsible for all the cooking, cleaning and other chores around her family's home. The Prince felt he had made a wise choice. They were married and the Prince continued to go off and fight dragons while Cinderella stayed home and ran the castle and raised their kids. Their life continued in this fashion and they lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by age 35.

Have things changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

___1) I expect to be the sole breadwinner of my family.

___2) I can cook.

___3) I would teach my daughter or sister how to work on a car.

___4) I have investigated <u>all</u> high school job training courses including child care and nursing.

___5) I feel financial matters are best handled by a man.

___6) I know how much money it takes to feed a family of four for a week.

___7) I would allow my son to play with dolls.

___8) I can sew.

___9) I see girls as people, not sex objects.

___10) I feel women belong in the home.

___11) I iron my own clothes.

___12) I can raise children.

___13) I know how to care for a baby.

___14) I'm not afraid to be the only guy in any class.

___15) I see women as lovely things to be admired for their beauty.

___16) I can clean.

Cinderella

Once upon a time there was a fair young maiden. Her name was Cinderella. She lived with her stepsisters and stepmother, and was responsible for all the cooking, cleaning and other chores around their home, Cinderella had very little time for herself. She always did as she was told, never questioning her stepsisters or stepmother. Then she was miraculously discovered by the Prince and went with him to live in the castle. She ran the castle and raised their children. She preferred to stay home in the castle although there were job opportunities in the kingdom's castle construction company and a local sword repair shop. The Prince, of course, never abandoned her except for occasional trips to Crusader conventions. The Prince and Cinderella lived happily ever after--which wasn't really so hard to do because most people of the time tended to be dead by the age of 35.

Have times changed? Complete the checklist and you'll see. Check ( ) off each item that applies to you.

___1) Graduating from high school is not important.

___2) I'm not afraid to be the only girl in any class.

___3) I know how much money it takes to feed a family of four for a week.

___4) I stand up for myself.

___5) I think a woman's place is in the home.

___6) I have career plans.

___7) I can wash clothes.

___8) I am informed about EEOC.

___9) I can raise children.

___10) I cannot manage money.

___11) I demand equal pay for equal work.

___12) I read newspapers and news magazines.

___13) I can list 20 different jobs open to women.

___14) I can cook.

___15) I prefer love stories and movie magazines.

___16) I have investigated <u>all</u> high school job training courses including woodworking and welding.

___17) I can fix a flat tire.

___18) I know how to care for a baby.

___19) I know about apprenticeship programs.

___20) I don't worry about the future.

___21) I can sew.

___22) I plan to have a skill before marriage so that I can always get a job.

___23) I can clean.

___24) I think I can do any job a man can do, as long as I receive the proper training.

___25) I expect to marry and expect my husband to be the breadwinner.

"Don't change me at all, Fairy Godmother. If the Prince can't love me for what I am, then phooey on him."

Once Upon a Time

Scoring Instructions

Scoring: FEMALES

If you checked items 1, 5, 10, 20 and 25 you are only prepared to live in Never Never Land and may be in serious trouble. You refuse to admit that you will have to work, ignoring the fact that nine out of ten high school girls will work in the future. In fact, more than half of all women between 18 and 64 years of age are presently in the labor force. Wake up! Prince Charmings are hard to come by and, even if you find one, he may not remain charming for ever and ever. You need to start giving serious thought to the job training available to you in high school and you should consider the careers that open up to you after the training. Don't wait for your "Once upon a time" dreams to be shattered.

If you only checked items 3, 7, 9, 14, 18, 21, and 23 you are probably very capable of managing a home but you do not think you will have to work once you are married. How wrong you are! Most likely you will work for about 20 years of your life. You have probably explored the traditional job training courses but none of the others. Be sure to explore them all!

If you only checked items 2, 4, 6, 8, 11, 12, 13, 16, 17, 19, 22 and 24 you have explored traditional stereotypes (Yea!) and may find yourself capable of handling certain jobs. However, you don't think you will have to manage a home. You've given your future some thought but you still have to do some more thining. You need to give serious thought to learning how to take care of yourself.

If you checked nearly all items excluding 1, 5, 10, 15, 20 and 25 you deserve a round of applause. You are ready to take on the world. You can manage a home and a job. You have explored all kinds of job training, made a career decision, and have not been limited by traditional stereotypes. You are a person with an expanded expectation of your own personal, family and career life. Congratulations!

Scoring: MALES

If you checked items 1, 5, 10, 15, 20 and 25 you are expecting to slip the glass slipper on a woman's foot someday and then live happily ever after. You may be in serious trouble. You are not prepared for the real world that awaits you. Cinderellas who will wait on you hand and foot, looking beautiful all the while, are hard to come by (and then change when they find out what a drag it is). You seem unaware that 9 out of 10 high school women will work outside the home in their future. You need to start giving serious thought to learning how to take care of yourself. It would be a good idea for you to leave "Once upon a time" land and gain a more realistic and expanded view of men and women in today's world.

If you only checked items 3, 7, 9, 14, 18, 21 and 23 you don't beleive in glass slippers so what are you waiting for? You realize that women have as much need for a career as men so who will do the cooking and cleaning? You plan to take care of yourself, but how? You have an expanded view of men and

women but action speaks louder than words. Consider enrolling in a cooking or child care course.

If you checked nearly all items excluding 1, 5, 10, 20 and 25 - let's hear it for you. You are ready to take on the world. You know about all kinds of high school job training including home economics. You cannot only handle a job but will be able to take care of yourself. You realize that if you choose to be with a women she will probably have a career too. You are on your way to being a liberated man. Congratulations!

Name: "ROLE MODEL VISITATION"

Purpose

To familiarize the group with nontraditional occupations and lifestyles.

To increase participant awareness of the advantages, disadvantages, rewards, and struggles related to nontraditional roles.

Setting

Total group with panel members included.

Material

Speakers who are now, or have been employed in nontraditional lifestyle (single parent, house-husband, single)

Time

1 to 2 hours

Process

Facilitator arranges visit by panel consisting of 2 - 3 people employed in nontraditional occupations or engaged in a nontraditional lifestyle, e.g., a woman employed in industrial sales management or a nontraditional skilled trade; a male employed in a helping profession in a non-managerial role or a male homemaker. A list of focus questions will assist panel members in formulating their remarks.

1. How did you make your career/lifestyle decision?
2. What type of bias have you encountered due to your nontraditional choice?
3. Were there any personal insights you gained through this process?
4. What might you tell educators that would assist them in effectively guiding students with whom they work?
5. What was most difficult about living out your choice? Most rewarding?

Each speaker may be given a period of time to discuss her/his occupation or lifestyle. Participants may question the speakers after presentations.

After panel members disperse, participants react to the presentation, using <u>one word</u> which describes their reaction to the presentation.

ACTIVITIES FOR WEEK THREE

THIRD WEEK :

Objective: Provide information to maximize career alternatives for males and females to develop decision making skills related to vocational and career planning from a nonbiased perspective.

MONDAY

1) Decision Making
2) What Is A Good or Poor Decision?

Page numbers for each activity are found in the Table of Contents

TUESDAY

1) Decision Making Strategies
2) Which Strategy
3) Work Values In Job Choice
4) "Partners" - Freestyle Series (see bibliography), (middle school emphasis)

WEDNESDAY

1) Role Model Visitation - repeat from week two

Alternative: Show "Grease Monkey" Freestyle Series. (Middle school emphasis)

2) Vocational Education: Do I know My Resources?

THURSDAY

1) Visitation to Vocational Education Classes or Career Center - Let students interview vocational students in the classroom if Vocational Education visitation cannot be arranged.

2) Field Trip (local industries, hospital, etc.)

FRIDAY

1) Vocational Education: Considering Some Alternatives
2) Vocational Director and/or teachers will make presentations on vocational classes and answer questions.

Name: "DECISION MAKING"

Purpose

To enable students to understand the nature of decision making.

To help students develop skills in making decisions and to apply these skills to life role situations.

Setting

Entire and individual group work.

Time

2 to 3 days.

Material

Student material contains the following:

A) What is a Good or Poor Decision
B) Decision Making Strategies
C) Which Strategy
D) Work Values In Job Choice.
E) Case studies from Deciding Program

Process

This unit is intended to provide the student with information regarding decision making (e.g., the process, different strategies, differentiating between good and bad decisions), and then for the student to practice making decisions which involve the process.

There are many decision making models. The steps are not always stated the same way, or in the same order; whichever "process" is used, the steps always include, in one form or another, these steps:

DECISION MAKING STEPS

1. BECOME AWARE OF DECISION MAKING SITUATIONS
   --What kind of job would I like to have?
   --What did I select this particular occupation?
   --What do I want most out of life?
2. CHECK OUT THE ALTERNATIVES
   --What are some occupational choices I have?
   --How do I feel about getting a nontraditional job?
   --What are the good and bad points of each possible occupational choice?
   --What are my needs and values (interests and hobbies)?
   --Could they be related to a possible career?
3. GATHER INFORMATION
   --Do not settle for guessing when you can get the facts.
   --Ask questions, list resources (counselor, teacher, parents, librarian, films, occupational files, books, career people, visitation to job sites, job kits, etc.)
4. DECIDE AND PICK PLAN OF ACTION
   --Which occupatonion seems to best meet my needs and values?
   --Can alternatives be combined to meet my needs?
   --What is it that I must do to realize my decision?
   --How do I carry out my decision?
5. CARRY OUT PLAN OF ACTION
   --Begin doing what is needed to realize your decision. (See counselor, select related courses, visit career area, explore college programs, check part-time job related to career, etc.)

APPLYING DECISION MAKING TO CAREERS

The decision-making steps are intended to provide students with a model which can be utilized in making choices of any kind. It is hoped that students will be left with a feeling of openness regarding their occupational options. To achieve this, all five steps of the decision-making process will be presented, but students will not be expected to implement all five components at this time.

Lead the students to see that they make decisions all of the time. The decisions vary in type and degree, but they all involve making a choice. Some examples include choosing what to wear, determining the best way to spend some birthday money and deciding whether to skip a class. Focus on each question and have students recall specific things they have done this week to answer them. The comments that follow can help guide your discussion.

STEP I: BECOME AWARE OF DECISION-MAKING SITUATIONS

1. What kind of job would I like? Learning about careers has been the main point all week.

2. Why did I select this particular occupation? Socialization, sex-role stereotyping, traditional jobs, jobs which are available because of our society's needs are all factors contributing to the selection process.

3. What do I want most out of life? By exploring various life roles and career options, students have become aware of some of their values.

STEP II: CHECK OUT ALTERNATIVES

1. How do I feel about nontraditional occupations? Exposure to the realm of nontraditional occupations gave students some alternatives.

2. What are the good and bad points of each possible occupational choice? Students have become aware of how their personal interests and goals relate to the requirements of various occupations through use of the MOIS.

3. What are your needs and values (interests and hobbies)?

STEPS III, IV AND V: GATHER INFORMATION, DECIDE AND PICK A PLAN OF ACTION AND CARRY OUT PLAN OF ACTION

Students should be reminded that they have laid the groundwork for completing the last three steps. The door has been opened and they are now faced with more job options than ever before. Gathering information, Step III, is a must if meaningful choices are to be made. By visiting the library and asking questions, students can assist their decision-making. Step IV requires students to narrow their choices and to think about what they need to do to prepare for the occupation they have selected. College is just around the corner, and it is not too soon to give thought to the courses and programs which would be beneficial in pursuing a career (Step V). Emphasize that this decision-making process is a continual one and that carrying out Step V will be done over a period of time.

WHAT IS A GOOD OR POOR DECISION?

Have you ever made a poor decision? Try to think right now of one poor decision you have made. Maybe you will think about the worst decision you ever made or your most recent poor decision or some "secret" poor decision. In any event,think about the poor decision now.

Why do you consider it a poor decision?

When most people say a decision is poor, they mean the result was not what they wanted. "It didn't turn out the way I thought it would." "The outcome wasn't good." "Things didn't happen right."

Good decision-making will minimize the possibility of getting an unfavorable outcome, but it cannot eliminate that possibility. The best protection you have against an undesired outcome is a good decision.

One of the first lessons in decision-making is to learn to make the distinction between a poor decision and a poor outcome - or the distinction between a decision and an outcome.

A decision is the act of a person in choosing, selecting, and deciding among several possibilities based on his or her judgements.

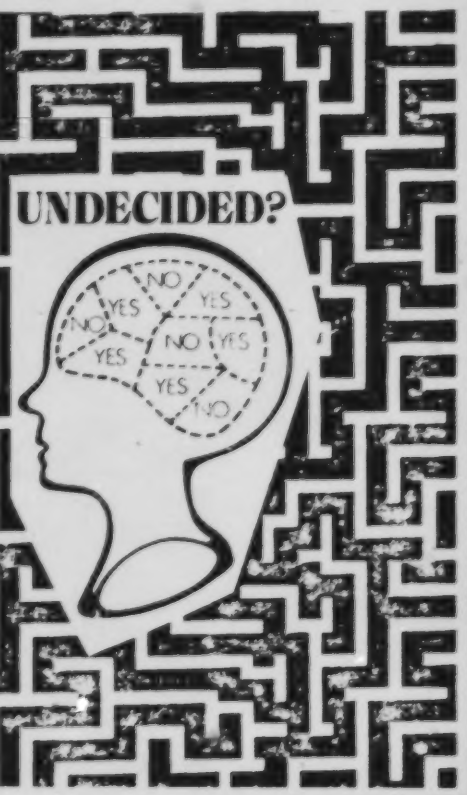
An outcome is the result, consequence, or aftermath of that perons's act or decision.

The important difference is that a person has direct control over the decision, not the outcome. If you make a good decision, it will not guarantee a good outcome, because you cannot control the outcome. However, learning how to make good decisions will increase your chances of getting good outcomes. So, what is a good decision?

A good decision, as defined here, is one in which the skills of decision-making are used to choose the alternative that is best according to the decision-maker's preferences. It requires the application of certain skills, for example the ability to clarify values, to acquire appropriate information, and to assign consequences.

In other words, the "goodness" of a decision is based on how it is made, not on how it turns out. You evaluate the decision when it is made, not later, when the consequences are known.

Adapted from:
Decisions and Outcomes,
H.B. Gelatt, B. Varenhorst,
R. Carey, and G. Miller.



DECISION MAKING STRATEGIES

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.

IMPULSIVE

Little thought or examination, taking the first alternative, "don't look before you leap."

FATALISTIC

Letting the environment decide, leaving it up to fate, "It's all in the cards."

COMPLIANT

Let someone else decide, following someone else's plans, "anything you say."

DELAYING

Taking a moratorium, postponing thought and action, "cross that bridge later."

AGONIZING

Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."

PLANNING

Using a procedure where the end result may be satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."

INTUITIVE

A mystical preconscious choice, based on "inner harmony," "it feels right."

PARALYSIS

The decider accepts responsibility but is unable to approach it, "can't face up to it."

Adapted from:
Deciding, H.B. Gelatt, B. Varenhorst, R. Carey.

WHICH STRATEGY?

Think about the students in your school and about the typical decisions you make each day. How would you answer the following questions related to the eight commonly used decision making strategies just described?

A. Which strategy do you think is most common?

_____

B. Which strategy do you think is least common?

_____

C. Which strategy do you use the most?_____

_____

D. Which strategy is easiest?_____

E. Which strategy is best?_____

F. Which strategy do you think most adults would prefer?_____

_____

WHICH STRATEGIES WOULD YOU APPLY TO THESE SITUATIONS?

A. Deciding to go out for football instead of having free time after school during the fall and winter._____

_____

B. Deciding not to fight with your mother about when you are to come in at night after a party._____

C. Deciding to drop orchestra to take study hall after one quarter of the school year._____

_____

D. Deciding to "sneak out" to see the friends your parents dislike._____

_____

E. Deciding to drop a friend who is being made fun of by other kids at school.

_____

Adapted from: Deciding, H.B. Gelatt,
B. Varenhorst, and R. carey

WORK VALUES IN JOB CHOICE

Sally has just been offered two promising jobs. Being a very skilled decision-maker, she knows the following:

A. ALTERNATIVES

She has three choices:
1. Choose job A
2. Choose job B
3. Do not choose either one

B. VALUES

She values the following in a job, listed in order of priority:
1. Large income
2. Security
3. Prestige

C. PROBABILITIES

Chances of achieving a job that satisfies these values are as follows:
1. Job A offers her a 25% chance of a very large income and high prestige but a 75% chance of losing the job.
2. Job B offers her a 50% chance of a fairly large income without prestige and a 50% chance of losing the job.
3. Choosing neither job offers an unknown chance of finding a better job.

What would Sally decide?_____

Why?_____

_____

_____

Consider the following:

What would you decide?
What would your father or mother decide?
What would most students in this class decide?
What other information would help Sally?
Would it make a difference if Sally were: rich, poor, married with family responsibilities, educated, talented, happy, young, old?

Look again at Sally's list of what she values in a job.

1. Would it help for her to list more specific objectives?

2. Would it help to know how much more important large income is than security?

3. How does Sally decide how much risk to take.

CASE STUDIES

DECIDING

Whether you realize it or not, you are involved in making decisions every day of your life. What clothes you wear to school on any particular day requires you to first look at your options. Options are all the different choices you have. Without choices, there are no decisions. In this instance, your options are all the clothes you have. Looking at your options and then making a choice is really the art of deciding.

There are many different kinds of decisions that you will be called upon to make throughout your life. Some decisions are small, like deciding what clothes to wear. Some decisions are big, like getting married or choosing a college, or deciding on a right career for you.

For the most part, decisions have the same basic pattern to them. First, you need to know what you want, then you need to know what alternatives there are in order for you to get what you want and lastly, you need to be able to decide which is the best alternative for you.

The following exercises will give you some practice and experience in making decisions and then deciding whether or not the decisions you made were, in fact, good choices.

VALUES AND DECISIONS

Probably the most important reason why our values should direct our career choices lies in the fact that values are the clearest expression of our unique individuality. No two people enjoy the same things, want the same things or choose the same things — all the time. For this reason, when we think about decisions, we are really thinking about what we want and what we value.

No one can really *decide* what they are going to be when they grow up and know for sure that it will turn out that way. By the time any person is "grown-up", they may find that circumstances have led them to a very different choice of career. Furthermore, any one person may choose one career early in life and change directions completely later on.

While we are constantly confronted with choices and constantly deciding from among various "options", whatever vocation we decide on will not stop the process. In some sense, most people choose their career every day when they choose or *decide* to go to their job. The reality of this choosing is a sometimes awesome freedom. But in this freedom lies the responsibility people have for their choices.

Read the following two short history stories, "Harry S. Truman and the Atom Bomb" and "Rosa Parks". Respond to the questions following each story.

"Harry S. Truman and the Atom Bomb"

President Harry S. Truman (1945-1952) became president upon the death of Franklin D. Roosevelt in 1945. The end of the Second World War is in sight. Germany has surrendered and allied forces occupy Europe. The fighting in the Pacific is still going on. Truman received word from his advisors that the Japanese forces could hold out for at least three more months. If they did, American casualties would number at least 200,000 men. A new weapon had been recently tested in Alamogordo, New Mexico. The Chiefs of Staff felt this atom bomb had the capability of ending the war within a month. Several of the scientists who had been instrumental in creating the bomb objected to its use. They told the generals there appeared to be "fall out" effects from the bomb. The scientists couldn't say for sure that there was a danger, but there was a strong possibility of "unknown" consequences.

Truman had to decide. Should he order the use of this weapon? There were only two bombs manufactured. Should he order the use of both?

In August of 1945, Truman ordered the atom bombing of both Hiroshima and Nagasaki. The rest is history. The Japanese military surrendered within days of the bombing. Radioactive effects spread 100 miles beyond the bombed areas. Within a year, widespread genetic affects were seen among the victims. Today, the children of bombing victims have difficulty finding marriage partners since the permanent effects of exposure to radiation are not known.

1. What information did Truman have? _____

_____ .

2. What were Truman's choices? Were there any other options? _____

_____ .

3. What further information do you need? Where could you find it? _____

_____ .

4. Why were two bombs dropped? What further information do you need? _____

_____ .

5. What did Truman "value" more, given the decision he made? _____

_____ .

6. What decision would you have made? What do you "value" most in this case? _____

_____ .

"ROSA PARKS"

On December 1, 1955, Mrs. Rosa Parks, a Black woman, boarded the Cleveland Avenue bus in downtown Montgomery. She was returning home from work in a department store. Tired from long hours on her feet, Mrs. Parks sat down in the first seat behind the section reserved for whites. Not long after she took her seat, the bus driver ordered her, along with three other Black passengers, to move so some whites could sit down. By this time, every seat in the bus was taken. This meant that if Mrs. Parks followed the driver's command, she would have to stand while a white male passenger, who had just boarded the bus, would sit. Mrs. Parks quietly refused to move. The result was her arrest.

Later that evening, word got around to the leaders of the Black community. After a series of phone calls they agreed that Blacks should boycott the buses. One of the leaders said, "We have taken this type of thing too long already. I feel that the time has come to boycott the buses. Only a boycott can make it clear to the white people that we will not accept this type of treatment any longer."

By the next afternoon, the news of the arrest of Mrs. Parks was becoming knowledge. Word of it spread around the community like an uncontrolled fire. Telephones began to ring. By two o'clock, a group had mimeographed leaflets describing the arrest and the proposed boycott. By evening, these leaflets had been widely circulated.

One of them read:

> Don't ride the bus to work, to town,
> or any place, Monday, December 5th.
> If you work, take a cab or share a ride
> or walk.

"I awoke earlier than usual on Monday morning. The day of the protest had arrived, and I was determined to see the first act of this drama. A bus stop was just five feet from our house. I was in the kitchen when I heard my wife cry, 'Come quickly! Look! It's empty!'

"I could hardly believe what I saw. The bus coming down the street had just two passengers—both white. Usually, it was filled with Black workers going to their jobs. I waited for the next bus. In 15 minutes, it rolled down the street, and it, too, was empty. Later I drove around the city and began to realize that we had almost 100 per cent cooperation."

It took much more than a one-day boycott to get the Montogomery buses to allow anyone to sit where he chose. But after more than a year, many more arrests, and great effort, the bus company accepted a new Supreme Court decision forced by the Montgomery bus boycott. Today, Blacks sit wherever they wish on Montgomery's buses.

1. What options did Mrs. Parks have? _____

_____.

2. What information did she have about the consequences of each choice? _____

_____.

3. What did Mrs. Parks "value", given the decision she made? _____

_____.

4. How did her decision affect the people of Montgomery, Alabama? _____

_____.

5. Do you consider Mrs. Parks a brave person? Why or why not? _____

_____.

6. What choice would you have made that day? _____

_____.

7. Are there any "choices" you make that represent issues similar to those Mrs. Parks faced? Describe. _____

_____.

(Case Study)

Kim: conflicting values

Kim is thinking about dropping out of the program for a Master of Business Administration in the middle of her first quarter. She got married in the summer to a young man working on a master's degree in art. She did well in her undergraduate major, psychology, but the courses she now has in accounting, quantitative analysis, economics, and statistics present material that is interesting but new to her. She is having to study a great deal, even at times when her new husband wants her to spend time with him. She feels that after she graduates the jobs she might get will be even more demanding on her time. She wants to have a family. She is getting more and more behind because of the demands of housework and entertaining friends. She decided to major in business because of satisfying jobs she has had in retailing and office work, because she likes competition and the chances for success, and because of the availability of jobs for women in the area. She talks with her professors who encourage her to continue. One even suggests that if her husband goes into freelance art she may need to work. If she drops out, she is thinking about getting a teaching certificate so she can get jobs if her husband moves around and so she can move in and out of the world of work.

Describe the value conflicts Kim is experiencing: _____

Consider these statements:

Marriage and career do not mix.
Working is acceptable only if it does not interfere with home responsibilities.
The man should be the primary breadwinner of the family.
Women with small children should not work.
Teaching is a more practical field than business for women.

Can you identify other conflicts? _____

_____

_____

What decision do you think Kim should make? Why? _____

_____

_____

What are some values that appear important to Kim? _____

_____

_____

By making the decision you think she should make, what might be some of the results, both favorable and unfavorable, that Kim might have to face?

_____

_____

_____

_____

_____

_____

How did you resolve those conflicts? _____

_____

_____

What were some of the results? _____

_____

_____

Would you do it the same way now? Why? _____

_____

_____

Name: ....."IDENTIFYING YOUR VOCATIONAL EDUCATION RESOURCES"

Purpose

To encourage students to identify new interests they would like to explore.

To become aware of vocational resources that are available to students to meet their needs.

Setting

Grades 7 - 12
Individual Assignment

Material

Pass out copies of vocational Education: Do I Know My Resources: (2 pages)

Time

1/2 hour

Process

Facilitator distributes copies of Vocational Education: Do I Know My Resources?

Student will respond to each question.

Facilitator will encourage students to share their responses in order to assess how familiar they are with the school's vocational education resources.

Facilitator should invite Vocational Director and/or teachers to discuss the vocational classes and programs offered.

Try It, You'll Like It, Resource Center on Sex Roles in Education, 1978

Identifying Your Vocational Education Resources

As you begin to identify new interests you would like to explore, occupational areas with which you would like to become more familiar, and personal "survival" skills you would like to gain, it is important that you begin to identify the resources which may be available to help you meet your needs. In many schools and communities, vocational education courses and programs provide such resources.

How familiar are you with the vocational education resources available in your school or community? Your answers to the questions below may give you some idea.

Vocational Education: Do I Know My Resources?

I have:

_____ never taken a vocational education course

_____ taken the basic vocational education course which is traditional for my sex (e.g., home economics for females, industrial arts for males)

_____ taken a number of vocational education courses which are traditional for my sex

_____ taken a variety of different vocational education courses, both traditional and nontraditional for my sex

I think that I am:

_____ not very familiar with the vocational education resources available in my school or my community

_____ aware of a few courses or programs in vocational education in my school or community

_____ knowledgeable about the vocational education programs in my school or community, both those which are traditional for my sex and those which are not traditional

Based on what I know about vocational education programs, I think that:

_____ vocational education is not for me

_____ vocational education courses can help me to learn skills in which I am interested

_____ vocational education courses can help me prepare for my paid work career

_____ vocational education courses can help me to gain skills for working in my home

_____ I can combine vocational education courses with other courses I want to take

I can list the following vocational education courses which are available in my school or community:

courses which are traditional for my sex —

courses which are not traditional for my sex —

There are approximately _____ different program areas (major subjects which may be studied) in vocational education throughout the country.

a. 35 b. 90 c. 150

[illegible] It, You'll Like It, Resource Center on Sex Roles in Education, 1978. (see pg. 39)

How well did you know your vocational education resources? Did you know that there are over 150 different course or program areas offered in vocational education throughout the country? How many were you able to identify in your school or community? Could you identify areas both traditional and nontraditional for your sex?

If you are not too familiar with the vocational education resources in your community, you are missing an opportunity to identify resources which might be useful to you. Before you decide whether or not vocational education courses which are not traditional for your sex (or those which are traditional) can meet your needs, you have to know about the programs which are available.

If you've never taken a vocational education course, you may not have much information about what vocational education can do for you. Remember, it can help you to:

- pursue personal interests in a variety of different practical areas
- gain skills for meaningful paid work outside your home in a variety of different occupations
- gain skills for personal "survival" and contribution to the maintenance of your home and family

If you're only familiar with vocational education courses which are traditional for your sex, you're missing half the story.

Vocational education changes rapidly — it can change as new technology becomes available or demands for skilled personnel for particular jobs rise or fall in a region. One of the most exciting changes occurring in vocational education now has to do with the opening of traditionally single-sex programs (programs that were traditionally "all female" or "all male") to students of both sexes.

Since 1972, Federal law has made it illegal for schools to offer separate or different courses or programs for females and males (including courses or programs of vocational education). (The law which does this is Title IX of the Education Amendments of 1972.) A Federal law passed in 1976 requires many schools to begin programs to encourage both females and males to enroll in vocational education programs which are not traditional for their sex. (The law which does this is Title II of the Education Amendments of 1976.) Some schools offer special courses on the changing roles of women and men at home and in the paid work force; many schools are beginning to develop special recruitment or counseling programs for students who are considering nontraditional courses in vocational education.

Investigate what your school or community may be doing in this area. You should be able to find out by asking your guidance counselor or by talking with the instructor of a vocational education course.

(Try It, You'll Like It, [illegible] pg. 40)

Name: "VOCATIONAL EDUCATION: CONSIDERING SOME ALTERNATIVES"

Purpose

To make students aware of all the vocation classes and programs that are offered in their school.

To encourage students to consider vocational classes and programs.

Setting

Secondary classroom work done individually

Material

Worksheet should reflect vocational classes of specific secondary school.

Time

1 class period

Process

Facilitator provides each student with a copy of Vocational Education: Consider Some Alternatives. The checklist contains a number of course titles from each of the eight major vocational education program areas. Some of the courses are traditional for males and some are traditional for females. Students will read each course title and indicate whether they would or would not like to try a class on that subject; then see whether they can identify a skill which might be learned in the course and the type of work (inside or outside the home) that a student might be prepared to do after completing the course. Suggested questions to help students process their answers.

1. In what area(s) did you find the greatest number of courses which might interest you?
2. In what areas did you find yourself most familiar with the types of skills which might be gained from the courses listed?
3. Were you most likely to be interested in the areas about which you know most?
4. Do your interests and knowledge reflect patterns which are traditional for your sex?
5. In what courses which are not traditional for your sex are you most interested?
6. What program areas would you like to investigate further?

Vocational Education: Considering Some Alternatives (Cont.)

	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Vocational education area				
Office Occupations				
Accounting				
Computer technology				
Office machines				
Stenography				
Typing				
Trades and Industry				
Air conditioning				
Appliance repair				
Auto mechanics				
Body and fender repair				
Commercial photography				
Carpentry				
Electricity				
Masonry				
Plumbing and pipefitting				
Sheet metal and welding				
Barbering				
Cosmetology				
Law enforcement training				
Upholstery				
Woodworking				

TRY IT, YOU'LL LIKE IT!: A Student's Guide to Non-Sexist Vocational Education. 1978 Resource Center on Sex Roles in Education. 57p.

VOCATIONAL EDUCATION: CONSIDERING SOME ALTERNATIVES

	I would/would not like to try a class in:	I would/would not like to try this class because:	One specific skill that a student might learn in this class is how to:	After completing a program in this area, a student might be prepared to:
Vocational education area				
Agriculture				
Agriculture production				
Agriculture supplies and services				
Ornamental horticulture				
Forestry				
Marketing and Distribution				
Advertising services				
Auto sales				
Floristry				
Food merchandising				
Recreation and tourism				
Transportation				
Health Services				
Dental lab technology				
Nursing (associate degree)				
Environmental health technology				
Medical emergency technology				
Consumer and Homemaking				
Comprehensive homemaking				
Family relations				
Clothing and textiles				
Food and nutrition				
Housing and home furnishings				
Singles living				
Child development				

ACTIVITIES FOR WEEK FOUR

FOURTH WEEK:

Objective: To explore alternatives to traditional work and family roles.

MONDAY

1) Desert Island

Alternative - "Fable of He and She" (see bibliography)

Page numbers for each activity are found in the Table of Contents.

TUESDAY

1) Three Cross - Cultural Reading
2) Family Life Comparisons

WEDNESDAY

1) Family Role Survey
2) Choose from the following films (see bibliography):
3) U.S. News Article on Families
   A. Middle School "Hey Mom"
   B. High School "Joyce at 34"

THURSDAY

1) Working Inside My Home
2) Household Responsibilities

FRIDAY

1) Post Test - Program Survey II

Name: "DESERT ISLAND"

Purpose

The student will be able to list at least two basic societal functions.

The students will be able to describe the way in which occupations meet societal needs.

The student will be able to determine which categories of occupations are assigned on basis of sex.

Setting

Grades 7-12
Small groups

Material

Desert Island Handout

Time

1 period

Process

This activity, Desert Island, will require the students to islolate four of the basic functions of a society; i.e. those needs which must be met in order for a group of people to survive.

The following definitions will be used to clarify the concepts found in the activity.

--economics: a means of providing for the making and sharing of goods and services.
--leadership/politics: a means of dealing with conflict and establishing and keeping order.
--education/socialization: a means of training and caring for the children so they can become participating and contributing members of society.
--religion/culture: a means of coping with emotional upheavals (depression, death, etc.) and for providing a sense of purpose and unity. (Religion here is being used in its broadest sense. It is a belief or adherence to an ideal way of life which may or may not include a deity.)

The class should be divided into groups of five or six students. The teacher should assign a chairperson to keep the group on the task, and a recorder to write down its findings. After distributing copies of Desert Island, read it aloud to the students and make sure the students understand the task.

Allow 15 minutes for group discussions. Students may have difficulty in isolating the basic societal functions. Therefore, while they are in groups, the teacher should "float" among the groups, asking questions and making suggestions to help channel thoughts.

After the small group discussion, each recorder will be asked to share the group's findings. As each group reports, members of the other groups should be allowed to challenge the findings. This will help to filter out off-target and/or repetitious comments.

Name: ....."DESERT ISLAND"..... PAGE 2

Purpose

Process

The teacher then will place the results on the board. After this has been done, it is important to draw from the students examples of the societal functions which have not been represented. For example, if religion has been omitted, a question such as: "What will we do if someone dies?", or "When we talk to small children, why do we tell them they should behave a certain way?" might be asked.

Have the students then categorize the material on the board according to similar patterns that emerge. The labels for the basic functions should be applied to the categories of functions.

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Setting

Material

Time

EVO Project, "Expanding Career Options-A Social Science Approach", Western Michigan University, 1979

DESERT ISLAND

Imagine that you and your classmates are sailing off the coast of Hawaii on a special oceanography field trip. Suddenly a hurricane and high winds strike; the ship takes on water, the power fails, the pumps stop, and it appears that the vessel will sink. The crew hurriedly assists your class and a kindergarten class and their teacher into a lifeboat. As your boat is tossed on the waves, you watch the crew struggling into another lifeboat. You call out, but the two boats drift apart.

After a day and a night the storm subsides. Drenched and shaken, you realize that you are just off the coast of an island. All have survived, and you are able to paddle ashore. Taking readings from the sun with a sextant and consulting maps, the two teachers conclude that you have landed

in a restricted area visited just once a year by research scientists. Your new island home is a wildlife refuge. You must remain there for a year before you will be rescued.

What would you have to do in order to survive?

Chairperson _____

Recorder _____

Group members _____

Name: "THREE CROSS-CULTURAL READINGS"

Purpose

Students will compare and contrast their cultures to three other cultures.

Students will identify that culture and society determines different roles of males and females.

Setting

Grades 7 through 12

Material

1. Three Cross-Cultural Readings handout
2. Family Life Comparisons handout

Time

1 class period

Process

Facilitator distributes copies of Three Cross-Cultural Readings to each student. Students are divided into three groups. Each group is assigned a culture (Mohawk Indians, South American Yanomanos, or Israeli Kibbutz) and given a handout Family Life Comparisons to complete.

Facilitator will lead discussion to demonstrate similarities and differences to out culture.

THE MOWHAWK INDIANS

DID YOU KNOW?

* The Mohawk Indians who live on an Indian Reserve, ten miles outside of Montreal, Canada, still have a thriving community.

IN THE PAST:

* The husband came to live in the wife's village or home.
* All property and worldly goods were inherited in the female line through the mother's side of the family.
* Women owned a tribal community house called a longhouse and passed membership rights to their daughters.
* Husbands had decision-making privileges only in the longhouse where they were born and not in the one they moved into when they married.
* Most of the money or goods to trade came from the women's work in the gardens.
* The men hunted and went on war parties but could not be depended upon to bring home food or tradeable goods.
* The women farmed, owned the homes, and ran the village.
* Women made decisions within the tribe.
* Men made decisions that affected other tribes.
* Mowhawk Indian girls were brought up to be independent and strong in speaking out and in movement.

NOW:

* Mohawks have enough money to live comfortably with nice homes and cars and get good medical care and educations on their reservation.
* Men still go out of the reservation to work, mostly working on tall steel skyscrapers.
* Most women stay on the reservation because they want to care for their homes and children and control the tribal councils.
* Only women vote for the council members.
* Only men can be on the council.
* Only women have power to remove a council member.
* Children of both sexes are trained to be like their parents.
* Women do not depend upon the husband's support if they do not want to, as they can work on their own.

THE SOUTH AMERICAN
YANOMAMOS

DID YOU KNOW?

* The Yanomamos jungle tribe in South America treat men and women very differently.

* Both men and women must work every day in the fields tending the banana and sweet potato crops.

* The children must go with them to the feilds.

* Little girls must care for the babies.

* Little boys are allowed to play with their friends.

* Baby girls are often killed at birth if the family already has a boy baby, since boys are thought to be more valuable than girls.

* Boys are encouraged to fight and act fiercely.

* Girls are taught never to hit back.

* A girl's father and brothers pick her husband.

* A girl must obey them and go to live with her husband.

* A girl hopes her husband is from the same village, so her brothers can protect her if she is mistreated.

* A husband who becomes angry over a late dinner or something else that he diapproves of may burn his wife with a stick or shoot her with an arrow.

* This is an acceptable way for husbands to treat wives even if the wives are killed.

* The wife has no rights in the Yanomamo society.

* Only her brothers can protect her from mistreatment.

THE ISRAEL KUBBUTZ

DID YOU KNOW?

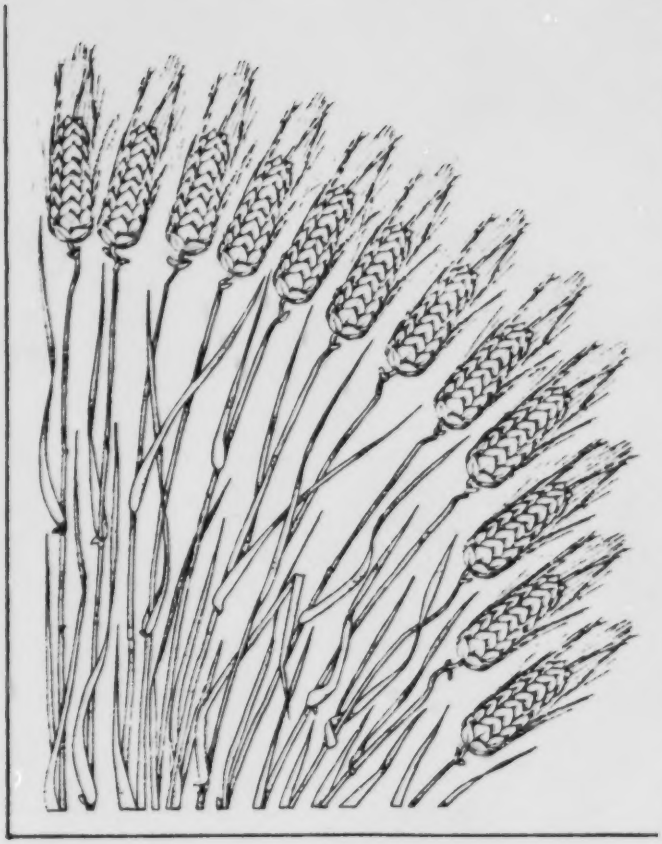
* Some families live on collective farms in Israel.

* This type of community is called a Kubbutz.

* All the families that work together on the farm share the same ideas about families and the importance of work.

* Both men and women in Kubbutz communities share all work and benefits (food, clothing, money) equally.

* Everyone works to provide something that will be shared equally by everyone else.



* Children live, eat, and sleep in a Children's House.

* They are cared for by a nurse/teacher, so both mother and father will have equal time to work.

* The Kubbutz sets the rules and teaches the children instead of the parents, because all parents agree on the same goals.

* Mothers and fathers spend time with their children each day after work.

* The Kubbutz feels that during this time the parents and children have fun and enjoy each other more, because all the other problems of life, (like work, chores, settling rules, and arguing) are out of the way.

* Children have nothing that belongs only to them, such as clothes or toys, since everything is owned by and provided for by the Kubbutz.

* Because there are no particular things owned by individual children and no one is thought of as better than another, there are few fights.

FAMILY LIFE COMPARISONS

_____

(Name of the group)

1. Who is the main provider (of food, shelter, clothing)?

_____

2. Who has power to decide the rules?

_____

3. What are the rules?

_____

4. Who brings up the children?

_____

5. How are they taught to think or act?

_____

6. What kinds of jobs do you suppose the boys and girls of this culture will have?

_____

Name: "FAMILY ROLE SURVEY"

Purpose

To determine student's attitudes toward sex roles in the family.

To develop student's realization that others often see issues quite differently than we ourselves do and legitimize that important fact.

Setting

Entire group

Material

Copy of Family Role Statements.

Time

30 to 45 minutes

Process

Voting provides a simple and very rapid means by which every student in the class can make a public affirmation on a variety of issues.

The facilitator reads each of the following statements. After each statement is read the students take a position by a show of hands. Those who wish to answer in affirmative raise their hands. Those who choose to answer negatively point their thumbs down. Those who are undecided fold their arms.

Each of the statements describes a personal belief which some people hold.

FAMILY ROLE STATEMENTS

1. Except in special cases, the wife should do the cooking and housecleaning, and the husband should provide the family with money.
2. If the man is working to support the family, his wife has no right to expect him to work when he's home.
3. A man who helps around the kitchen is doing more than should be expected.
4. A man ought to feel free to relax when he gets home from work.
5. Husbands and wives have equal responsibility to support their families.
6. If a woman has the ability to earn a higher income than her husband, she should work and he should stay home and manage household affairs.
7. A wife should work only if there is a definite economic need.
8. A wife should work regardless of how her husband feels about it.
9. The wife should take full responsibility for care and rearing of the children.
10. Disciplining children is primarily the father's job.
11. Husbands should make major family decisions and wives should manage household affairs.
12. Husbands and wives should jointly make decisions for their families.
13. Every woman should marry and have children.
14. In order to run smoothly, a family should have one person who is the household head.
15. A good job is more important than good family relationships.
16. A single mother should try at all costs to find a husband.
17. Married women should not work once they have children.
18. Taking out the garbage should be the woman's responsibility.
19. Parents should set definite dating curfews for sons.
20. Parents should set definite dating curfews for daughters.
21. Parents place too many restricitons on the dating behavior of their sons.
22. Parents place too many restrictions on the dating behavior of their daughters.
23. Children who spend their days at a child care center will not be as well adjusted as those who spend their days with their mother.

24. A mother with children younger than 6 years should personally care for her young children throughout the entire day.

25. The role of mother requires the woman to cook, clean, wash, and mend clothes herself.

26. A mother's main task is to provide for the emotional well-being of her husband and children.

27. The most important thing a mother can do for a child is to provide good and fair disipline.

28. It is important for a father as well as a mother to change diapers and feed young children.

29. Women who want to have a full-time career should not plan to raise children.

Name: "THE AMERICAN FAMILY"

Purpose

To increase the awareness of changing family responsibilities and roles within the American Family.

To explore the roles different family members play in differing family-work relationships.

Process

1. Facilitator assigns three articles for reading and discussion on changing family and work patterns among American families.
2. Have students discuss articles in small groups with the purpose of relating their experiences to the different family-work arrangements as well as noting people that they know that might fit a different family-work arrangements.
3. Structure interview teams of 2-3 students to identify and interview families which fit the seven types discussed in the article "7 Kinds of Families and How They Cope".
4. Use the Family Life Comparison Worksheet as an interview guide.
5. Have students report back on their interview results.

Setting

Interview Teams of at least two students each.

Material

1. Three U.S. News articles on "The American Family".
2. Family Life Comparisons Worksheet (see preceding activity entitled "Three Cross-Cultural Readings")

Time

35 minutes interview time outside class

1 class hour for reporting on interviews.

SPECIAL SECTION

The American Family

Bent—but Not Broken

Roles are changing and so are ideas of just what makes a family. On the following 11 pages: A report on how the oldest social institution is adapting.

Families are undergoing adjustments to accommodate dual-career marriages. Chores are being divided.

Challenged and buffeted as rarely before, the American family once again is changing to survive in a changing world.

The latest accommodations—heartening to some, while alarming to others—underscore the resilience of an institution that has repeatedly withstood predictions of an early demise.

Mankind's most basic and oldest social unit, the family, has "taken many forms over history and conformed to the social forces of that era," observes John P. Vincent, associate professor of psychology at the University of Houston. "We're seeing a natural evolution now."

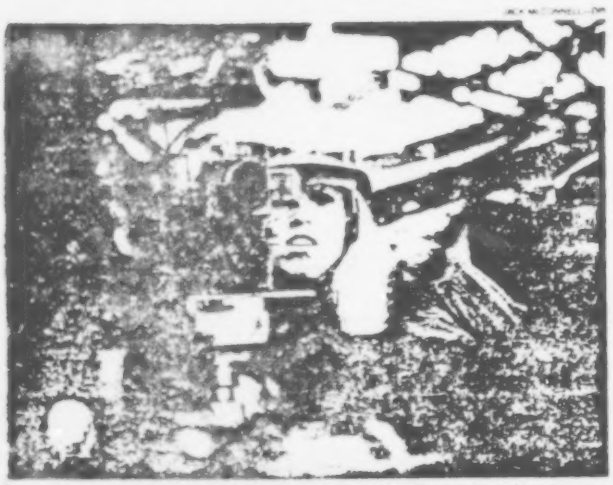
Cries of crisis, Vincent says, only document the family's "growing pains."

Sacred, mysterious and sometimes misunderstood, the family today is assuming a variety of forms, each reflecting an adjustment to the revolutionary social changes that have swept the nation in the past generation. Few realize just how far-reaching the adaptations have been.

The "traditional" American family, for example, still portrayed by advertising, children's literature and popular movies now is in a minority. A scant 13 percent of the nation's families include a working father, stay-at-home mother and one or more children.

Broad meaning. Today, the definitions of family are as varied and pragmatic as the nation itself. "It's dangerous," notes Mary Margaret Carr, executive director of the Children's Service and Family Counseling Center in Atlanta, "to say that the only strong family is one that meets my narrow concept or your narrow concept."

Behind the changes lie new economic conditions and widening horizons for women. More than half the nation's mothers work outside the home. Six out of 10 married women with school-age children work. Of married women with children under 6 years old, 43 percent work.



Working mothers are the rule rather than the exception—sparking greater pressure for day-care facilities.

Millions of preschool children now are cared for in day-care centers—a development that still sparks controversy. One expert estimates that 64 percent of all children between the ages of 3 and 5 spend part of their day in facilities outside their home.

Says Alfred J. Kahn of the Columbia School of Social Work: "All the research we have suggests that it doesn't do anything to a child. They grow up like everybody else."

Traditionalists insist, however, that it may take years for the long-term effects of such care to become clear.

Contributing to use of day-care facilities is the growing number of children who live with single parents. Eighteen million children live in what once were called "broken homes" before divorce became so rampant that one marriage ends for every two that begin. According to one Census Bureau expert, fully 45 percent of the children born in 1978 may spend at least part of their childhoods with only one parent.

Financial boon. Still another milestone of change is the birth of the two-career marriage—a partnership that pays off financially. The more than 19 million families that had at least two wage earners in 1979 made an average of $509 a week—more than $26,000 a year—compared with $305 a week for families with single breadwinners.

Economic hardship accounts for the number of mature children returning home after college. "I couldn't afford to live away from home," says Michele Duwelius of Des Moines, who graduated last year from Iowa State University.

The "refilled nest," cautions Drake University sociologist Lewis McNurlen, is not always a happy home, noting: "The tension can get much deeper than questions about whether mom still picks up the towels."

Adds one couple whose children came home: "We ate what we wanted

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when we wanted. We enjoyed these new freedoms, and then suddenly somebody came home with an appetite."

The proliferation of family forms underscores their adaptability. "The family is not in a state of disrepair," says Bertram Cohler of the University of Chicago. "Not only is the family alive and well, it is aliver and weller."

So sweeping are the changes that many living arrangements once considered immoral, if not illegal, now are accepted as "families." More than 2.7 million men and women live together unmarried, buying and selling houses and even raising the children of one or both partners' previous marriages. Homosexuals openly share households and take marriage vows. Communal living is enjoying acceptance.

The law, too, is changing to match such sweeping social developments. Live-in companions now qualify for "palimony." Moreover, courts are awarding alimony to husbands as well as wives, contending that to bar such payments to men is sex discrimination.

Welcomed by some, resisted by others, none of these transformations has been without cost. Gained has been a robust era of individual freedom. But lost in many cases has been that fragile sense of family that for so long provided Americans a haven of last resort.

Cautions Prof. Urie Bronfenbrenner of Cornell University: "One of these days our pragmatism is going to catch up and we'll realize that we're paying too high a cost for our individualism."

Growing apart. Communication between relatives has waned amid changes in family structure as members spend less time with each other than perhaps at any time in history. Fewer than half the families surveyed in one study in the Detroit area, for example, ate together three nights a week.

"There's a lack of family cohesion now, a product of the celebration of the individual," notes Dr. Greer Litton Fox, director of Wayne State University's Family Research Center in Detroit. "As a result, we're almost like strangers living in the same household."

The elderly grow old alone, cared for by the state or private institutions without the solace of an extended family. Violence jolts millions of households, leaving society to bear the long-term costs of battered wives and physically or sexually abused children.

"If society continues to encourage parents and kids to live out their own lives," warns Fox, "we're going to start seeing some dire results."

Taxpayers shoulder the burden, as well, for vandalism in schools and the soaring number of pregnancies among unmarried teen-agers—symptoms of eroding values that some trace to the breakdown of the American family.

Trouble stalks the family on other fronts, too. TV's impact on children is more pervasive than ever. And rising unemployment spells future difficulty.

What is needed, many specialists contend, is greater openness. "Close ties don't just come by definition," says one expert. "Families have to work toward these relationships."

Spending time together—a family night, for example—is the best method of strengthening ties, experts suggest.

Cornell's Bronfenbrenner proposes that each person work three quarters of the time and devote the remainder to "living, to being a parent, to being a friend, to being a neighbor, to being a participant in other things besides work."

Games are available to help family members open up communication. "The point," says Joan Hoxsey, a director of family life for the Catholic diocese in Youngstown, Ohio, "is to tell it like it is. It's an opportunity for everyone to tell what's going on inside them."

Outside the family, steps are under way to strengthen family bonds in an era of change. Temple Sinai in Atlanta has formed "Havurah," or friendship groups, to provide added support.

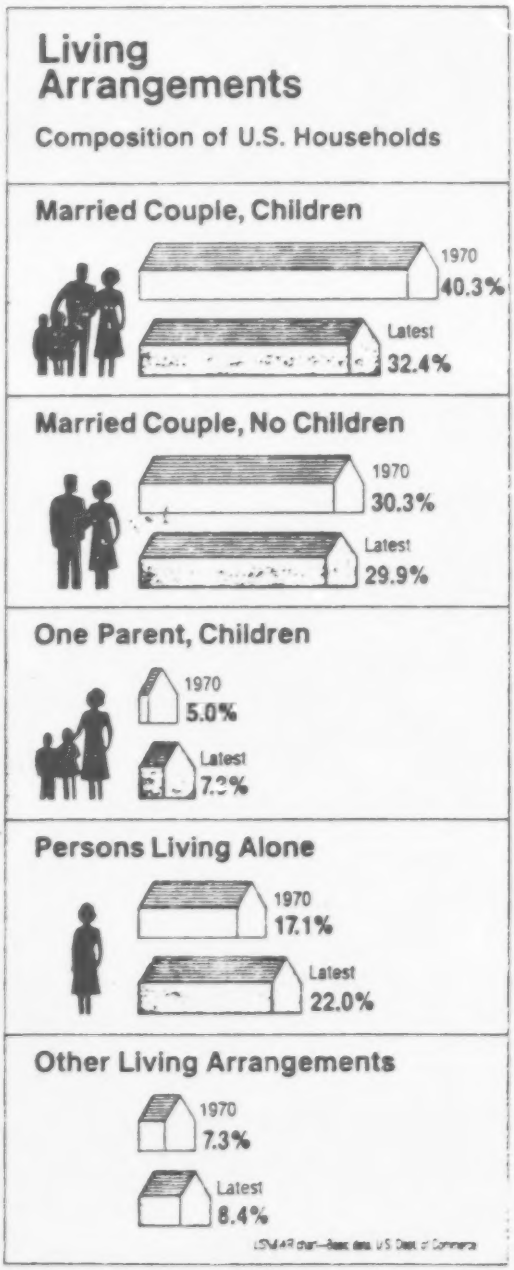
"We wanted to develop an extended family for the church," says Ben Walker, the temple's education director. "It's made people closer. People feel like they belong."

In Council Bluffs, Iowa, parents are joining children in a program to reverse academic failure by junior-high-school students. "An hour or so on Saturday may not be enough to turn it around," says school official Ted Stilwell, "but when the child sees the parent has the commitment to come, it may have an effect."

Family therapy is gaining acceptance as people begin to recognize that maintaining close family relationships takes work. "Like anything else that has meaning," says one specialist, "a satisfying marriage and family life won't come until you put a lot of work into it."

What lies ahead for the American family? The willingness to innovate and adapt clearly highlights widespread yearning for the benefits of family. Interest in it is flourishing. Millions watch television programs such as "All in the Family" and "One Day at a Time" that detail changing patterns of family life.

Public concern has surfaced during



the preparatory stages of the 3-million-dollar White House Conference on Families that is now holding its final conferences in Baltimore, Minneapolis and Los Angeles. "Our task," says Chairman Jim Guy Tucker, "is to insure that when government touches families, it helps instead of hurts."

Government and industry are beginning to face pressure to accommodate the changes in the family. Congress is at work on the tax code to reverse a penalty on married couples. Social Security laws soon may change to more equitably compensate women who stay at home to raise children.

Workers are negotiating for workplace day-care centers, flexible hours and even paternity leave to help ease the burden of family responsibilities.

Businesses in one Chicago suburb can turn to the Niles Family Service to get guidance on helping workers with family problems. "The program is an early-detection program," says psychologist Ronald Martin. "I train supervisors not to become amateur psychologists, but to document declining work performance" so that professional help can be brought in.

Still, authorities contend that much needs to be done. A recent study by a pair of specialists at the Columbia School of Social Work warns that efforts by government to advance the interests of families are "unlikely to yield much or even be launched unless there is greater determination expressed outside the government that family well-being be guarded in the course of general policymaking."

Yet families hunger for action. A Gallup Poll conducted for the White House Conference on Families found that 61 percent of families polled considered their family the most important element in their lives, but nearly half said family life had gotten worse.

And George Masnick and Mary Jo Bane of the Joint Center for Urban Studies of the Massachusetts Institute of Technology and Harvard University report in *The Nation's Families 1960-1990* that society needs to adjust to fewer married couples, more unattached individuals and the growing variety of family relationships that Americans encounter through life.

Reason for optimism exists, however. "We're a little behind most of the world because America tends to be afraid to tamper with the family," notes Columbia's Kahn. "But it's going to discover that since families are precious and children are precious, it's going to have to do something about it so that children can be reared and adults can work."

Change for the better. While the years of transition may be difficult, many observers foresee both society and the family emerging better prepared to deal with the 1980s.

As Masnick and Bane conclude in their recent study, "We expect changes in households and families to be accompanied by new relationships within families and among households, the community, the economy and the government."

Indeed, the American family may be different—but it is far from dead. As one specialist puts it: "I think people will think the family unit is an important one to maintain. It has something to do with their identity, practical reasons like support systems, and it can provide a richness to life." □

In One Decade—

10 Ways Families Have Changed

	1970	Latest		Percent Change
Marriages performed	2,159,000	2,317,000	Up	7.3%
Divorces granted	708,000	1,170,000	Up	65.3%
Married couples	44,728,000	47,662,000	Up	6.6%
Unmarried couples	523,000	1,346,000	Up	157.4%
Persons living alone	10,851,000	17,202,000	Up	58.5%
Married couples with children	25,541,000	24,625,000	Down	3.6%
Children living with two parents	58,926,000	48,295,000	Down	18.0%
Children living with one parent	8,230,000	11,528,000	Up	40.1%
Average size of household	3.3	2.8	Down	15.2%
Families with both husband and wife working	20,327,000	24,253,000	Up	19.3%

SOURCE—Bureau of the Census, U.S. Dept. of Commerce

SPECIAL SECTION **FAMILIES**

7 Kinds of

In the face of vast economic and social change, U.S. households have evolved into many forms that were undreamed of years ago.

For all the bewildering variety of family structures, the problems each faces are much the same.

How are families coping? What are the advantages—and the pitfalls—of different types of households? How are children faring in the midst of so many far-reaching changes that are affecting their environments?

For answers, magazine staff members visited seven representative families across the country.

A Father Who Won Custody of His Child

SEATTLE

Lloyd Brooks, Sr., grew up in a home where the difference between men's work and women's work was clearly defined. Thus, the 37-year-old Seattle man had plenty of uncharted water to navigate 11 years ago when he and his wife split up and he was awarded sole custody of their son.

Brooks, a technician for Western Union, says he was ill-prepared to be both mother and father to an active 2-year-old, and there were times when he felt like giving up.

"There was so much to do," he recalls. "I'd get home at 5:30 and by the time I'd fix dinner, do the chores and get him to bed, it was 11 o'clock, and all I could do was fall into bed exhausted."

"On call 24 hours." His work suffered, too. "My job is like a doctor's—on call 24 hours a day," Brooks says. "The boss didn't like it when I said I couldn't go on a job in the middle of the night because of my son."

Such episodes as toilet training, switching from liquid to solid food and persuading Lloyd, Jr., to try new things fueled some lively give-and-take between father and son.

"He was a stubborn little fellow," Brooks muses. "He'd win some of the battles, but I'd win the wars."

Hardest of all, says Brooks, was getting uninvited advice from friends and relatives. "Most people just didn't understand our situation," he says. "Some of them were harder to put up with than the boy."

Today, Brooks and his strapping 13-year-old son live in a two-bedroom

Families and How They Cope

LLOYD BROOKS, Jr., and Sr.: "We enjoy our freedom."

house on the outskirts of Seattle. They share household duties—"He's the cook, and I'm the bottle washer," says Lloyd, Jr.—and do grocery shopping together.

"We've learned a lot about budgeting," says Lloyd, Jr. "We stock up on sales, and buy perishables only on a day-to-day basis."

Both are active in church, play chess, go motorcycling and four-wheeling and even "do some rasslin'."

"Since he's a boy, I guess we do more things than if he'd been a girl," Brooks says. "We enjoy our freedom—no one tells us what time to be home or yells if we go and get all dirty—but there are times we definitely miss a woman's touch."

Brooks says that occasionally he feels guilty over not being able to take a more active part in the activities of his son's school.

"I just don't have the energy to do everything," he says. "I thought hard about joining the PTA but decided against it, because I needed some time to myself."

Brooks feels his son has adjusted to their situation well. "When I first got him, it was highly irregular for a father to be raising a child and I felt sorry for him. Now, most people think nothing of it."

Two Professional Careers—And Children, Too

NEW ORLEANS

After 10 years of marriage, Arnold and Venita Broussard have succeeded in mixing busy professional careers with a warm, contented family life that centers on their two children—Darryl, 5, and Danielle, 7.

Venita was a traditional housewife and mother until five years ago when she began work with an accounting firm. She has no regrets about returning to work.

"I really enjoy my job," she says. "When I stayed home, I got extremely bored. I found myself on no schedule. You get dull. Working keeps you mentally sharp."

Arnold, executive assistant to New Orleans Mayor Ernest Morial, agrees: "I prefer her doing something she enjoys to keep her alert and in tune with the world, as opposed to being a housewife where the growth opportunity isn't there."

The family schedule means a long day for the children. Arnold drops them at a nursery school at 7:30 a.m., and Venita picks them up around 5 in the afternoon. "That can be the most stressful situation," she says. "Sometimes I want to stay longer, but I have to lug my work home in order to be there before the school closes."

Feeling "guilty" at times. Darryl and Danielle do complain occasionally about spending all day at school. "When they get home, it's dark and they can't go out and play," says Venita. "I do feel sorry about that—and guilty sometimes."

A major benefit of the two-paycheck family is that it allows some luxuries, including expensive vacations and comfortable home furnishings. "I don't want to minimize the financial advantages of Venita's job," Arnold acknowledges. "We might get by without it, but it wouldn't be easy."

Moreover, the children's school costs $200 a month and will go to $276 next fall. "That's a house payment for some folks," notes Venita.

Weekends are devoted to "quality time" activities with relatives. "I don't see that the kids have really been deprived of anything," Arnold says. "Our relationship is good." The Broussards say their lifestyle is typical among their married friends who have children, and that few would opt for more traditional arrangements.

Venita was raised in a family where her father worked and her mother stayed home—but she doesn't want that for her daughter.

"Danielle said the other day she wanted to get married and have kids," Venita observed. "I told her to first learn to take care of herself—to go to school and become a doctor or anything she wanted. I hope she will take my example."

A Childless Couple, But for How Long?

BELLE HARBOR, N.Y.

"Today, a family is viewed in the same way you view a financial investment. The question is: When can you afford to get involved in it?"

Thus does Richard Rubin pose the dilemma facing him and his wife Meryl in deciding when to have the first of three children they eventually hope to raise.

The couple's uncertainty is heightened by two factors. The recent purchase of a $75,000 home on Long Island and their agreement that Meryl will give up her job as a textile designer when she becomes a mother.

Meryl, now 26, would prefer to have a child within two years so that she could complete her childbearing before she turns 35.

Richard, a 28-year-old lawyer, prefers to wait four years to develop more financial security.

While that disagreement remains unresolved, there is no doubt that Meryl will quit her job after she gives birth.

She explains: "It's important for at least one parent to be home raising the family, and I feel that Rick has the potential to earn more than I do."

Making the best decision. Richard, however, worries about whether that is a wise decision. "Meryl makes almost as much as I do, so that's a lot of money I'm being asked to make up," he says. "I don't think it's fair to put all of that burden on the husband so that he has to go out and work 20 hours a day. That's what kills people at age 50 or 55, and I don't want to die that young. I want to go sailing at 50 or 55."

Planning for the family has already put a crimp in the Rubins' living pat-

terms. Until now, the couple thought nothing of eating out three times a week and spending $50 for a Broadway show. Worst of all, saving for house and children has put all but an end to a favorite pastime for both of the Rubins: Travel.

"There hasn't been a summer in the past eight years that we haven't been to a foreign country," says Richard. "But we're not going anywhere for a long time. For us to go overseas for a week costs $1,500."

Despite the sacrifices and worries, the Rubins are steadfast in their decision to have a family. Says Richard: "I think we're both emotionally very stable and able to bend to the demands and hardships. We really view it as a challenge."

Adds Meryl: "I think I'd feel a certain emptiness if I couldn't raise a family."

A Traditional Family—Now in the Minority

KENOSHA, Wis.

John and Sylvia Portman and their two sons fit the stereotype of the traditional American family—and they wouldn't have it any other way.

"We don't look down on families where both parents work," says John, 36, a high-school accounting teacher in Park Zion, Ill. "We're fortunate we don't have to do that, because we don't think there is any replacement for a full-time parent at home."

The Portmans are among only 7 percent of families in the U.S. with a wage-earning father, a stay-at-home mother and two children. But Sylvia and John say they're happy to be a part of that minority.

"There are many families with both parents working because neither one wants the responsibility of raising the kids," they observe. "They would rather pay someone else to do it."

Sylvia considered returning to work after both boys entered school, but ruled that idea out after she balanced the cost of a second car, clothing and child care against the income she could bring in otherwise. But she scoffs at the notion that homemaking is an irrelevant job.

"This is my career, and a lot of time and thought go into it," she says. "It is boring at times, and it's a lot harder than my former job as an accounting clerk."

Adds John: "Sylvia's got a harder job than I have. And it's terribly important work because these are the formative years for our kids."

The Portman sons, Michael, 5, and Christopher, 3, have some activities at home that are typically provided at preschool or day-care centers, such as drawing, painting, and learning the alphabet and reading.

"There are things that do come out every once in a while, like when you see your children developing an attitude similar to yours. Even though I have some negative points," says Sylvia, "I'm glad I'm the person they have here to mold their lives after."

The Portmans hold strong religious beliefs, and they maintain that it is in the family that proper values are instilled. "We want to create an atmosphere in which the kids can talk about things with us honestly," says John.

Although John and Sylvia admit they are a child-centered couple, they realize that their influence over the boys will diminish in future years. "I have no fear about sending my children off to public school," says Sylvia. "You can't shelter them all their lives. They need to come up against some things that aren't exactly right so they can learn to deal with them."

Occasionally, the Portmans will lure a baby-sitter and take off for a day of cross-country skiing, dinners with friends or church or sports events. They realize that they have given up some social and financial gains that would be available with additional income.

But concludes John, "We have only one shot in life with our kids, and we feel the sacrifices are worth it to have the kind of family that will help them grow into happy, responsible adults."

THE PORTMANS: "It's important that children don't come home to an empty house."

While Mother Works, Father Is a "Househusband"

SAN DIEGO

"Sometimes I feel like all I do is pick up after the kids. Every morning I do the chores, and it's noon before I get to start my own thing."

That familiar lament comes not from a housewife but from 42-year-old Michael Gallagher, who doesn't mind being called a "househusband" at all.

MICHAEL GALLAGHER: "Men are discovering the pleasure of raising a child."

"I'm at the point in life that labels don't mean much," he says after spending a typical morning preparing breakfasts, making beds, doing the laundry, scrubbing floors and getting his 2-year-old twin daughters dressed and delivered to a baby-sitter. "There's a lot to be said for doing what you enjoy most, regardless of what other people say."

His wife Marian works as a laboratory technician in the anesthesiology department at the University of California at San Diego Medical School. Her $1,600 monthly salary provides the main source of income for the family.

When the couple decided to have a child several years ago, it was with the

understanding that Michael would take primary responsibility for the home and child care.

"As more women find satisfaction in having a career, men are discovering the pleasure of raising a child," says Marian. "It gives a fuller experience to both parents."

Nevertheless, the Gallaghers' arrangement is rare today. When twins Katie and Laurel accompany Michael on shopping or playground trips, onlookers seem amazed.

"Women aren't used to seeing a man stand in the grocery line and talk about his kid's developmental milestones," says Marian.

For Michael, those experiences have incalculable meaning. "Most traditional fathers have no idea what I experience," he points out. "There are daily triumphs and little victories that until recently only mothers had known. Even though some men wouldn't admit it, I know fathers who are envious of the time I have with my daughters."

Michael works as a metal sculptor and jewelry designer in a studio adjoining the Gallaghers' two-story, turn-of-the-century house. Because the family living room serves as both an art showroom and a play area, display cases for the sculpture are hinged to serve also as toy boxes.

The Gallaghers say their arrangement works well, because they like what they are doing. "Michael doesn't consider working at home demoralizing," says Marian, "and I love my work at the university."

His income fluctuates dramatically, but Michael asserts his self-worth is not tied to his earnings.

"You have to ask yourself if the quality of life is worth more than a new car every two years," he says. "For me, the answer is yes."

A Three-Generation Household That Thrives

ZANESVILLE, Ohio

When John Pierce's four-bedroom home gets cramped trying to house three generations of his family, he has a ready solution: "I just add on another room."

The Pierce clan lives by the tenets of an earlier time. John, 54, his wife Pat, their daughter Debbie and son-in-law Ed Hatfield and two grandchildren live together. Until last fall, Debbie's younger sister Patty lived there, too, and she remains an integral family member.

"We were raised to stick together," explains Patty, 23, a registered nurse. "As kids, if anyone had a problem, we each knew the other three were there to back us."

THE PIERCE AND HATFIELD FAMILIES: "We have love and respect and the security of knowing that somebody's always there."

Ed, one of eight children himself, made the decision to live in the Pierce home. When he and Debbie were married 10 years ago, he worked nights at a foundry and she worked days as a nurse. Explaining his decision, Ed remarks: "I hate an empty house. It has an empty feeling."

So two months after moving into their own home, the Hatfields moved in with the Pierces.

The extended-family arrangement isn't always convenient. Serious illness and job layoffs have strained relationships, along with the minor irritations of child rearing and of having five adults grappling over one shower.

"It's not always a bed of roses," observes Patty. "Everybody has bad days, but there are no large stresses that can't be ironed out. The advantages are so much more than the disadvantages."

Ordinarily the family solves problems by talking them over together. Observes John: "You have to talk. If you don't talk, how else are you going to know what everyone is doing and where they are going?"

One major benefit mentioned by Debbie is the combined family income of $35,000 a year, which allows her children to have more opportunities than she and Ed could otherwise provide. She has also had her parents' close counsel on ways of raising the children.

John, an inspector at a local foundry, is constantly adding improvements for the enjoyment of his daughters and grandchildren, including a swimming pool, a swing set, an indoor pool table and pinball machine. His rationale: "I always wanted the kids to come home for their fun, so I fixed up the place so they would."

Family members agree on what has kept them together, says grandmother Pat: "Love and respect," she says, "and the security of knowing somebody's always there."

That feeling isn't likely to disappear, says John, who adds that he isn't putting away his building tools yet. The reason: Daughter Debbie is expecting a third child this summer.

A Single Parent, And Making the Best of It

MACON, Ga.

When Barbie Westmoreland married 12 years ago, she wore a rosebud-covered white gown and a veiled crown that swept down to the floor. She was 18—two weeks out of high school—and, in her words, "I felt like Scarlett O'Hara."

After a candlelight marriage ceremony with five bridesmaids in pink and burgundy, a limousine ushered Barbie and her husband John to an elaborate reception.

Today, Barbie lives alone with her daughters Wendy, 9, and Holly, 5. She's been divorced and a "single parent" since June.

"I was the kind of person who believed in 'till death do us part,' forever and ever," says Barbie, a law-firm bookkeeper. "That's why the divorce was so hard for me to handle. I could not survive another one."

Afterwards, Barbie avoided anything family oriented, such as kids' night at the pizza parlor or even the Baptist church she had attended regularly.

She couldn't bear to encounter well-

BARBIE WESTMORELAND: "We've stumbled and gone on. We can be a family."

meaning married friends who "offered sympathy as if I had a fatal disease." Now, she says: "I feel like we've picked ourselves up. We've stumbled but gone on. We can be a family, even though there's just the three of us."

Getting back to normal after the breakup was a painful process. For months, the children asked repeatedly: "What do you think Daddy's doing? Will he ever come back?"

Barbie and the girls refer to themselves as the "little women" and are often on the go to roller-skating rinks, picnics, movies and ball games. All of them agree that they feel closer to each other in many ways than they did before the divorce.

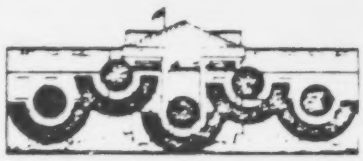
"Such a comfort." When her friends ask her how she managed a divorce with two children, Barbie wonders how she could have made it without children. "They've been such a comfort," she says.

Despite her success as a single parent, Barbie would welcome a remarriage to restore a "complete" family. Now, she is dating again, venturing out on her own occasionally, and is fatalistic about the past.

"I decided I will not sit home and be depressed and dwell on what could have been," she says.

She added: "I can't say I was wrong to get married when I have two beautiful children I love and adore. The marriage was not meant to be." □

Conference on Families Turns Into a Family Fight



Controversy over the direction to be taken by the American family may come to a head at the White House Conference on Families.

Sharp differences of opinion over many issues arose at the opening session of the conference in Baltimore that started June 5. There are fears among organizers that by the time two more meetings in other cities are finished, ideological battles could end up overshadowing serious discussions of problems facing families. The other sessions are scheduled in Minneapolis on June 19-21 and in Los Angeles on July 10-12. In all, about 2,000 delegates will attend the sessions.

Recommendations from the meetings will be assembled for presentation to President Carter and Congress, and could be influential in shaping federal policies ranging from income taxes to health care.

Rival views. One group attending the conference is composed of "pro-life" activists, who maintain that changes in the American family have gone too far. Led by people such as Phyllis Schlafly, they oppose abortion, the equal-rights amendment and what they view as growing government encroachment on rights of the family.

Another viewpoint is expounded by a coalition of organizations that see changes in family life as inevitable and generally desirable.

Other delegates occupy a middle ground that combines elements of both positions.

The differences among the groups are so deep-seated that planners decided against trying to come up with a definition of exactly what constitutes a family.

The decision was intended to avoid controversy over whether groups such as homosexual couples or people living together out of wedlock comprise a family. But the lack of any definition angers the pro-life faction, which argues that a family consists only of "persons who are related by blood, marriage or adoption."

In recent months, the opposing forces have battled in many states during the selection of delegates. Pro-life forces won a majority of elected delegates in several states, including Virginia, Oregon and Oklahoma, but they say the process was stacked against them because only about one third of each state's delegation was chosen by election. The remainder were appointed by governors and state advisory committees. Complains one South Carolina man: "It is quite obvious that the preselected delegates, coupled with our liberal governor's appointees, will insist that government still runs the family."

In two states, Indiana and Alabama, the governors refused to go along with conference planners. Governor Forrest H. James, Jr., of Alabama withdrew his state from participation in the meeting after his wife said that the conference did not establish "traditional Judeo-Christian values concerning the family."

Conference organizers deny that the process for choosing delegates was stacked. Jim Guy Tucker, a former Arkansas congressman who is chairman of the conference, says that planners "involved more than 100,000 people" in selecting delegates and setting an agenda.

President's proposal. The meetings could prove politically embarrassing to Carter if turmoil winds up being the overriding impression they leave on the country. The President, who first suggested the conference in his 1976 campaign, proposed that it be called to "examine the strengths of American families, the difficulties they face and the ways in which family life is affected by public policies."

The effect of government policies on families was the primary concern of people who testified at a series of regional hearings held by conference organizers. John Carr, executive director of the conference, says that this issue and others, such as the possibility of changing tax laws to make them more advantageous to working couples, cut across ideological lines.

However, in the weeks ahead such matters are expected to take a back seat to the issues that divide the delegates.

SPECIAL SECTION **FAMILIES**

Job and Family: The Walls Come Down

New employe benefits—child care, paternity leave and flexitime—are breaking down the traditional barriers between work and home.

The family life of American workers, once considered strictly a private matter, is fast becoming an issue of corporate policy.

Day-care centers, flexitime, job sharing, paternity leaves—these are only a few of the new benefit programs that companies are developing to accommodate recent changes in the working patterns of the family.

"Work life and family life can no longer be treated as separate entities," declares Stanley D. Nollen of Georgetown University's School of Business Administration.

Nollen cites two reasons:

- More women, youth, retirees and divorced parents are now employed. Almost 60 percent of this country's families have two or more wage earners. As a result, fewer people stay home to tend the house and care for children.
- People have developed new attitudes toward work and its relationship to the family. Job satisfaction appears to be declining. In a 1977 survey, 25 percent of the problems raised by workers involved a conflict between jobs and family life, compared with only 1 percent in 1969.

Years ago, when most families depended on a single breadwinner, corporations were fairly well insulated from the problems of workers' families.

Most of today's policies on work schedules, medical benefits, vacations, transfers and retirement were designed during that period.

Explain experts of the Conference Board, a New York organization engaged in business research: "The typical benefit plan reveals a heavy emphasis on traditional family economic structure—one adult employe supporting a family consisting of two adults and one, two or more children."

Although many firms have been slow to change these policies, a survey by *U.S.News & World Report* found that a number of companies are rewriting their personnel manuals to suit the needs of the two-wage-earner family. Ultimately, experts say, this process will produce a broader range of benefits and job options from which American workers can choose.

"Interest in diversity of benefits should increase," predicts a report by Hewitt Associates, a New York consulting firm. "As the model of the breadwinning male with housewife and children to support has become the minority situation, all groups expect the benefit system to meet their own needs. In their judgment, how this happens is the employer's problem."

A major hurdle. Child care appears to be one major fringe benefit that is both wanted by many workers and difficult for employers to provide. Labor Department statistics show that more than 30 million American children now have working mothers, representing an increase of 20 percent in the past decade.

The Work in America Institute, Inc., a research organization headquartered in Scarsdale, N.Y., estimates that at least 5 million of these children may be receiving inadequate care during their parents' working hours.

Nor is child care a concern only of women workers. "The whole workforce structure is changing," says Jerry Daws, vice president of personnel for Zale Corporation, a Dallas-based specialty retailing firm. "We see a lot of fathers now who go home to take care of sick children. This is a positive recognition that, in fact, there are two professionals in a family—two wage earners."

Few companies at this stage directly provide day-care facilities. A 1978 survey of 309 companies by the Conference Board found only one with a day-care center.

Cost is a big obstacle. Zale, for example, spent $185,000 to build a facility in the company parking lot and adds about $10,000 a year to maintain it.

Yet company-financed child care has proved particularly popular in workplaces with a high percentage of women employes, such as hospitals and garment factories. Many employes of the federal government in Washington, D.C., also have access to facilities for child care where they work.

Children of company employes enjoy supervised day-care facilities provided by Abt Associates in Cambridge, Mass.

Recruiting aid. Employers with day-care centers say this benefit helps them to recruit and keep women workers. That's why St. Elizabeth Medical Center in Covington, Ky., set up its center during a shortage of nurses in 1967.

Likewise, Neuville-Mobil-Sox, Inc., a hosiery manufacturer, established a day-care center at its new plant in Hickory, N.C., to appeal to women between 20 and 35. Comments Steve Neuville, executive vice president, "This is one way to attract women who want to bring up families."

Sheila Dulin, 29, agreed to take a position as a graphics designer for PCA International, a producer of color portraits in Matthews, N.C., primarily because the company offered day care for her 10-week-old child. Without such a facility, she says, "I would not have gone back to work as soon." Dulin, her

husband and son often meet for lunch on workdays.

For many workers, day care is just as good as a pay raise. Linda Donahue, 29, an administrative assistant for Wang Laboratories, Inc., a computer company in Lowell, Mass., says her employer saved her $1,200 a year recently by opening a company-subsidized child-care facility.

"To put it mildly, it's been a help," says Deneen Porter, a secretary at Rush-Presbyterian St. Luke's Medical Center in Chicago. She previously left her children with grandparents or baby-sitters, some of whom lived on the other side of town. "By the time you got to work, you were exhausted," she recalls.

Another benefit. Day care brings financial rewards for employers, too. Neuville of Neuville-Mobil-Sox asserts that it has helped reduce employe turnover, which normally runs high in the hosiery industry. He notes that each new employe costs the company $1,000 to train.

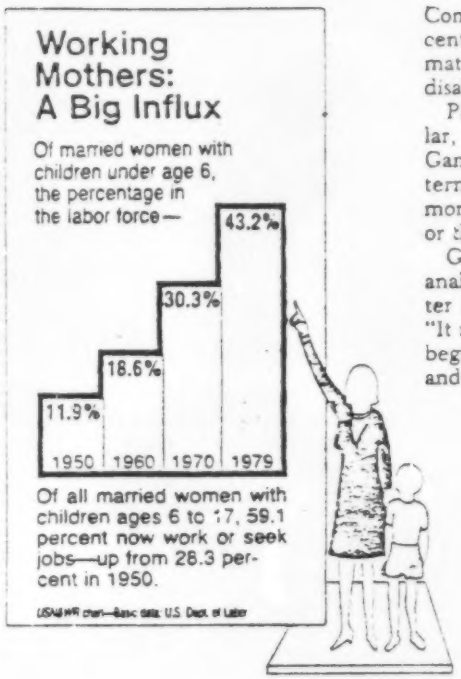
"Here," he says, "they're not as likely to leave for a nickel more an hour or to get angry over small things."

There are intangible advantages as well. "It adds an extra dimension to working," says Neuville. "I think everybody is a little happier. The kids are around laughing, and the mothers don't divorce themselves from their families during an 8-hour period of working." A Zale vice president, Michael Romaine, adds: "They ... trick-or-treat around the building at Halloween, and at Christmas their pictures are everywhere. We feel this is a way the company can make a statement of a progressive image of caring for employes and their families."

Some companies seek to answer the need for child care without providing it themselves. For example, Aluminum Company of America is trying to encourage community groups to establish a day-care program in Pittsburgh's business district. Other firms, such as Flick-Reedy Corporation, a widely diversified company based in the Chicago area, limit their commitment to a summer camp for employes' children.

For workers whose employers do not provide child care, flexible working hours or job sharing may be an answer. The Conference Board found that 11 percent of the companies it surveyed provide variable workdays, and 13 percent offer paid time off to care for sick children. A survey conducted for the Labor Department showed that parents in two-wage-earner families want more leisure time, particularly while their children are under age 14.

Often, two mothers of young children will each work part time—sharing a single job. Such is the case for Donna Horine, a medical social worker at St. Elizabeth's in Kentucky. She previously held the same job full time. Even more typical is the young mother at Coopers & Lybrand, a New York accounting firm, who works half time for half pay.


Working Mothers: A Big Influx
Of married women with children under age 6, the percentage in the labor force—
11.9%
18.6%
30.3%
43.2%
1950
1960
1970
1979
Of all married women with children ages 6 to 17, 59.1 percent now work or seek jobs—up from 28.3 percent in 1950.
USN&WR chart—Basic data: U.S. Dept. of Labor

About 15 million persons are now working part time, and 10 million of them are women.

Alexis Herman, head of the Labor Department's Women's Bureau, encourages employers to hire part-timers on the ground that it can improve productivity. She cites from a survey of the American Management Association showing that part-time employment raised output and cut fatigue in 60 percent of the cases.

At the same time, part-timers are expecting more from their employers in the way of income and benefits. In many companies, part-time employes do not qualify for benefits, such as pensions, that are provided routinely to full-time workers.

According to Hewitt Associates, the growth in part-time employment "means that the traditional pattern of a bucketful of benefits for the 9-to-5er and none for the others will require radical change."

One of the most universal family-related benefits is maternity leave. Federal law now requires employers with health-and-disability plans to provide coverage for pregnancy and childbirth. Even before the law was passed, the Conference Board found that 97 percent of the firms it surveyed offered maternity leave and 40 percent paid disability benefits during the leave.

Paternity benefits are growing popular, too. Cincinnati-based Procter & Gamble provides 10 weeks of paid maternity leave, plus an additional six months of unpaid leave for the mother or the father.

Gene Otting, a P&G senior systems analyst who took two weeks of leave after his son was born, made this point: "It made a big difference to me just to begin to get acquainted with my son and to be there with my wife, to be taking care of her. It was a really special time for us."

Even more unusual than paternity leave is a program established by Hallmark Cards, Inc., of Kansas City for its employes who adopt children. The company pays up to $1,000 of the expenses. Hallmark employe John Stevens, 36, of Blue Springs, Mo., who adopted an infant girl last winter, describes it as "a great step."

New England Merchants National Bank in Boston has come up with another method of giving assistance to working parents. The bank offers 10 weekly lunch-hour seminars on how to balance work and family. The participants discuss topics such as child rearing and household chores.

Relocating spouses. Maternity and child care are not the only work-related difficulties faced by families with two wage earners. Transfers to other cities pose a serious problem, because working spouses are not always willing to tag along.

A survey of corporations by Merrill Lynch Relocation Management, Inc., found that 30 percent are providing job-finding help for the spouses of transferring executives—up from 16 percent a year ago.

Often, such practices help to cut relocation costs. That was the case recently in Houston after the Texas Commerce Bank hired a new accountant from out of town. When the bank's officials learned that the accountant's wife was being hired by a local oil company, the two firms agreed to split the cost of the move. "It was an integrated move, and everyone was better off for it," says Barbara Litchfield, senior vice president of the bank.

As employers adjust to the problems of the contemporary family, other programs are bound to develop. Olga Madar, former president of the Coalition of Labor Union Women, notes: "We're still way behind in our efforts to keep pace with the changing work force." □

Name: ....."WORKING INSIDE MY HOME - HOUSEHOLD RESPONSIBILITIES"

Purpose

To explore working relationships and duties that different family members have within the home.

Process

1. Have students complete "Working Inside My Home: Where am I now?"
2. Facilitator can lead class discussion, have students cover their questions in small groups or do a "fishbowl" activities with girls in the middle first and then the boys.
3. Using the "Household Responsibilities" worksheet as a guide, have students complete the form with each member of their family as well as completing the form themselves.
4. Have students report on the agreement family members had on who did what and how they felt about it.

Setting

Small discussion groups

Family interviews

Material

1. Working Inside My Home: Where Am I Now?
2. Household Responsibilities

Time

Thinking About Your Work Inside The Home

How much have you thought about the work that you do or might need to do inside the home? Listed below are some questions that may help you to do so. Read each one and check the answer that fits you best.

Working Inside my Home: Where Am I Now?

I think I have:

____ a good idea of all the tasks that go into running a home and caring for family members

____ a general idea of what goes into running a home, but I really haven't thought much about it

I:

____ accept a lot of responsibility for doing many different kinds of jobs around my home

____ do jobs in my home mainly when someone tells me what to do

____ rarely do work around my home

When I do work around my home, I do:

____ work that helps me alone (cleaning my own room, fixing my own food, arranging my own entertainment)

____ work that helps other members of my family (working in the yard, cleaning family rooms, fixing family food, arranging family fun)

I think that other members of my family:

____ do more work than I do around the home

____ do about the same amount of work around the home as I do

____ do less work around the home than I do

Around my home, I do work which is:

____ traditional for my sex

____ nontraditional for my sex

____ both traditional and nontraditional for my sex

If I had to take care of myself at home for a week I would:

____ do a good job

____ do all right

____ have real problems

If I had to take care of other members of my family for a week I would:

____ do a good job

____ do all right

____ have real problems

In my ideal family or home living situation:

____ Men would do traditional "men's work" — working outside the home to support the family; working inside the home only to make electrical repairs, do heavy lifting, etc. Women would do traditional "women's work" — working primarily inside the home with full responsibility for cooking, cleaning, child care, etc.

____ All family members would take turns doing all jobs inside the home; females and males would share all tasks.

____ Family members would choose the jobs they wanted to do based on their interests and abilities.

I think that the best things about my ideal home living situation would be:

I think that the problems with my ideal home living situation would be:

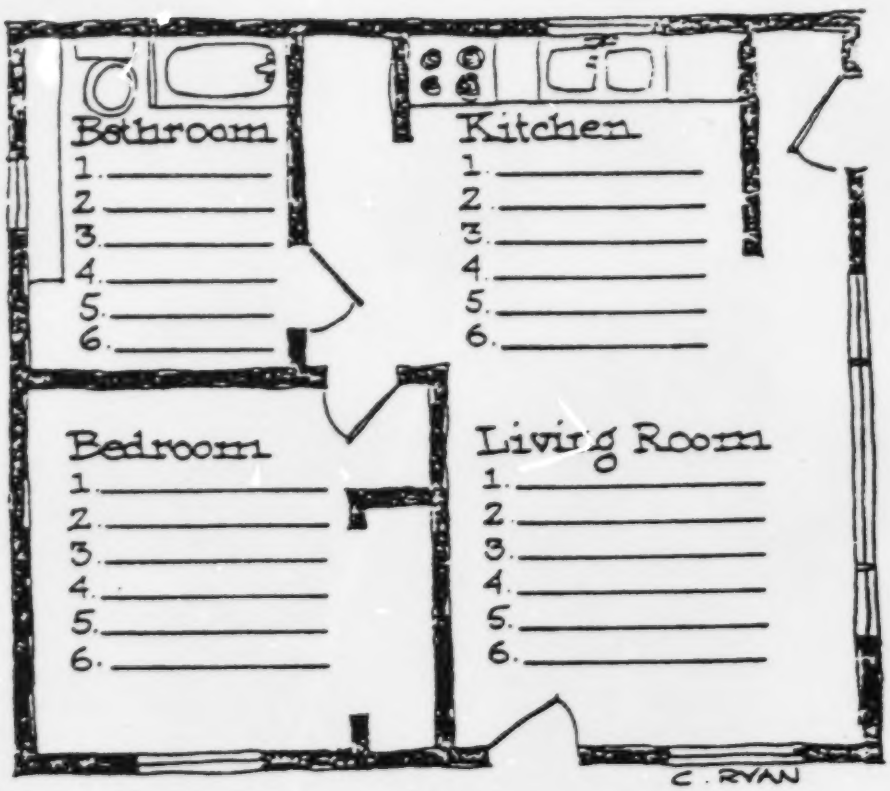
If I were a member of the opposite sex, my ideal home living situation would be:

____ the same as it is now

____ the opposite of what it is now

HOUSEHOLD RESPONSIBILITIES

Directions: In the house there are weekly and daily household chores. Fill in the tasks to be done in the rooms below. After each, indicate who would be responsible; i.e., wash clothes - M for male; F for female, and E for either. These can apply to children as well as to adults.



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State College of Human Ecology
Dept. of Community Service Education
Cornell University
Ithaca, New York

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WYMA RAY: the CHAP DALE NERAL after 1 services p.m. Mo Danny L mark Bap ating. Inh Cemetery.

HARDWI CHARLE DINE): Fri after 7 p.m. S Court-Putn Home in Mar funeral servi held at 2 p.m. with the Rev. D of Eliff Corne Methodist Chur ing. Interment in the West Eckh tery.

NYE, MRS. BEA M.B.: Mrs. Nye, Saturday in Lansin vivors include her hu Willard V. Nye; a ier, Mrs. William P. (L.) Middleton of clim grandchildren, Willia Middleton of Hous Tex.; Mrs. Molly Alwa South Haven; two broth Walter Sleeth of St. Joh Thomas Sleeth of Lansin Funeral services will be 2:30 p.m. Tuesday at Esle Leadley Funeral Home i Lansing.

POSEY, MR. KENNETH E.: Friends may call from 7 p.m. Sunday until 11 a.m. Tuesday at the Putnam Funeral Home in Texonsha and after noon on Tuesday at the Burlington Church of God, where services will be held with the Rev. Marshall Holden officiating. Interment Riverside Cemetery in Tekonsha. The family suggests that memorial contributions be given to

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GARAGE SALE: Sept. 9th 'till sold. Antique tools, mitre box, rototiller, bolts, screws, saws, ice auger, poles, draftsman kits, motors, pot bellied stove, paint, pipe, sunlamp, much misc. 336 Pleasantview Dr.

MOVING Sale, furniture, refrigerator, much more. 1 to 7 p.m., 2150 H Drive S., off M-66 S. 979-4795.

MOVING SALE. Sept. 6-7. Bassett Queen size bed, Bassett twin canopy bed, excellent condition. 6 mos. old. 341 Burr St. 964-7426.

MOVING SALE: Color TV, lawn mower, 3 dressers, washer and dryer, excellent condition; 2 chairs and loveseat. 128 Vale St. Everything must go by

RAIN OR SHINE: Sat.-Sun. only. 324 Clarence Blvd. (off McAllister or Brigden.)

SELLING Out Plant Sale: Large clothes, dishes, collectables-misc. 21617 Collier

210 WALKER ST. off Collier Ave. Sept. 7-7. Air compressor. Sa 7 a.m. to ?

FAMILY SALE: Bath enclosure, new crochet afghans, dishes, adults and children clothing, books and misc. 9-6; Sat.-Sun. Sept. 8-9th. 5307 Hoag Rd., off W. Capital Ave.

GOGUAC: Sept. 6th 10th, 9:30 to 7. New handmade items, lots misc. Puzzles, uniforms Tyco Command Concorde set, $30.

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E HOUSEHOLD IC AUCTION

SEPT. 13TH
W. SHARP

630 S. Park St., Il.
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Auctions 170

ANNUAL FALL FARM CONSIGMENT AUCTION SALE:

LOCATION: At the Kendall and Joann Tobias Farm, near Hastings.

FRI. AND SAT.
Sept. 19th and 20th

We are taking all types of equipment, small and large farm equipment. A Great opportunity to sell that unwanted item. Loading and unloading facilities. Commission rates reasonable. Items must be phoned or sent in no later than Sept. 11th to be advertised properly. Any questions on auction or to consign contact: Gordon Wells, 1-945-5016, Wells Charlton Park Rd, Hastings, or Harold Dingman, 763-9290, Bellevue.

AUCTION: Sat., Sept. 6th, 6:30 p.m. Household goods, toys, loads of new show merchandise. A & W Auction Center, 553 Westbrook. AMBS Auction Service.

MICHIGAN STATE UNIVERSITY AUCTION
FRI., SEPT. 12, 11:00 A.M.
Liquidating all materials, tools and equipment from the Industrial Arts Department located in Erickson Hall on Campus, East Lansing. (Go South of Grand River Aven on Hagadorn Rd. to Shaw Lane, then West to sale site. Watch for direction signs.) Sanford Horizontal grinder with BLS mag vise; drill press, Sheldon 12 in. stroke commercial shaper; Buffers; Pexto bar folder; rolling tool cabinets and approximately 20 excellent commerical work benches; Johnston heat treating furnace with control; Delta floor drill press; printing presses and equipment; photography equipment; electronic; automotive; woodworking; metal working and much more in this large sale; also 1 twin post hydraulic floor automobile hoist and an excellent Bewilbiss paint spray booth. Call for complete list.
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Instruction - Schools 185

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Help Wanted 20

ACCOUNTANT Degree ar Industria experienc qualifies you. Fee paid. $1 20,000. Call Ron. Snelling Snelling, 7 9826.

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BABYSITTER: Valhal

CLERK/TYPIST needed once. Must have some perience to qualify. Ma benefits. 722 N. 20th. St.

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DAIRY COUPLE want po tion on farm with hou woods and wildlife. Ask Don Heisler 1-517-857-236

DAY FRYER: 10-5. Apply person daire. 1 p.m.-4 p Arthur Treachers, 806 Columbia No calls pleas

DESIGN ENGINEER

90-day project for BSA with background in sh metal and stress. Excell pay Call Roger Lewis at

PROFESSIONAL PERSONNEL
Leasing Inc.
842 East Columbia Avenu

BIBLIOGRAPHY

LIST OF RESOURCE MATERIALS

For Helping Students Expand Their Vocational Options

May 1980

Professional Development

ITEM NO.		UNIT COST
101	BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Secondary Level. 1978. WEEAP/EDC. 457 p.	15.60
102	BORN FREE Training Packet to Reduce Sex-Role Stereotyping in Career Development: Postsecondary/High Education Level. 1978. WEEAP/EDC. 582 p. Comprehensive in-service guide for educators and community members. Includes instructions and materials for several workshops on bias in language, instructional materials, media, administrative practices, and teaching and counseling behaviors. Includes evaluation and planning components. Unique aspect is coding of each activity for awareness level and risk factor. Balanced male/female focus.	20.40
103	Equal is Better: A Voc. Ed. Guide to Sex Fairness Resources and the Law. 1979. The National Center for Research in Vocational Education. 145 p. Secondary/postsecondary. Guide to recently developed resources for promoting sex equity in vocational programs. Part I includes lists and one-page descriptions of materials for administrative, curriculum and classroom, guidance, community, and reference resources. Each item description includes cost, availability and type of resource. Part 2 gives brief summaries of Title II and Title IX, and information on other laws pertaining to sex equity in education and employment. Female focus.	8.50
104	Equity Counseling for Community College Women. 1978. EDC/WEEAP. 306 p. Postsecondary. Contains descriptions of six counseling programs developed by two-year colleges across the country. Intended to help counseling departments develop or improve outreach counseling and vocational guidance to women at postsecondary institutions. Includes information on how to develop programs for specific populations, including minority women and displaced homemakers. Outlines step by-step, the development and implementation of the programs. Female focus.	7.20

ITEM NO.		UNIT COST
105	Freedom for Individual Development. 1978. WEEAP/EDC 5 modules. Secondary. In-service program for school staff and community members. Includes trainer's guide, instructions for school/community workshop, counseling and guidance workshop, vocational administrators and teachers workshop, and methods for review of instructional materials and teaching methods. Each module contains pre/post test, handouts for workshop, and activities. Deals briefly with race/ethnic bias. Female focus.	11.10
106	New Directions for Rural Women: A workshop Leader's Manual. 1978. WEEAP/EDC. 40 p. Postsecondary Manual for trainers who wish to conduct a workshop to encourage rural women to explore education and career training options in their local area. Includes guidelines for organizing, staffing, promoting, and evaluating the workshop. Female focus.	3.30
107	Road Map to Change, 1: Diagnostic Package for Evaluating Bias in Vocational Education. 1979. Michigan Vocational Resources Center. 65 p. Secondary (On 1979 list). Brief, step-by-step approach to building a long-range plan to expand vocational options. Balanced male/female focus.	4.50
108	Road Map to Change, 2: Workbook for the Development of Non-Biased Instructional Materials. 1979. Michigan Vocational Resources Center. 77 p. Secondary (On 1979 list). Set of sequenced exercises designed to increase skills in recognizing and eliminating sex bias in instructional materials. Includes review of language, roles, character and personality traits, physical appearance, and graphics. Provides guidelines for dealing with biased materials. Balanced female/male focus.	4.50
109	Those People Really are Doing Those Jobs. (n.d.) Michigan Vocational Resources Center. 12 min. Sound filmstrip (inaudible cue only). Color. Script. Secondary. Deals with issue of whether or not women and men are really moving in substantial numbers into occupations and roles previously held by the other sex. All photographs are of actual people doing their jobs and discussing their work. Encourages parents and educators to further encourage students to expand their options. Racial/ethnic fair. Balanced male/female focus.	12.00

ITEM NO.		UNIT COST
110	When I Grow Up. 1978 MTI Teleprograms. 20 min. 16mm film. Color. Guide. Secondary. (On 1979 list).	357.00

Seven sequences showing school personnel interacting with students from elementary through senior high school. Includes elementary principal disciplining a girl and boy differently; a math teacher treating male and female students in a biased manner; a counselor thinking about a flight attendant career for a young woman who would rather be a pilot; and an auto mechanics instructor who copes effectively and positively with the problems of the only female student in his class. Balanced female/male focus.

Guidance and Counseling

111	A Man's Place. (1979) Center for Advanced Studies in Education. 30 min. 16mm film. Color. Secondary/postsecondary,	400.00

New and expanded roles for men are depicted through this documentary film about five men. The film progresses from radical role reversals of a husband who works as a full-time homemaker to the moderate role expansion of a working couple sharing home responsibilities. Includes husband taking paternity leave, a man working as a municipal hospital nurse, and a couple sharing responsibilities in a carpentry business. Includes person-on-the-street interviews to deal with major issues raised by the five men featured. Race fair. Male focus

112	Different Folks. (n.d.) Agency for Instructional Television. 15 min. 16mm film. Color. Guide. Junior High. (On 1979 list).	220.00

Story of a teenage boy who has a conflict with his friends because his parents share home responsibilities. Mother works outside the home as a veterinarian, and father works from the home as a free-lance artist. Attempts to show that interests and responsibilities are not gender-based. Male focus.

113	Changing Images. (n.d.) University of California. 15 min. 16mm film. Black and white. Secondary.	159.50

Through the comments and discussion of third grade minority students, viewers gain new insight into sex bias and sex role stereotyping. Girls write what boys (supposedly) can't do and boys write what girls (supposedly) can't do. The class discusses these lists and some of the children observe that girls and boys can do some of the "can'ts" for their gender. Students also discuss what careers they want to explore; biases they have toward non-traditional careers; parent models; and what others think of the non-traditional worker. Balanced male/female focus.

ITEM NO. UNIT COST

114 FHA Posters. (N.D.) FHA. Set of four 18"x 24" posters. Black and white. Secondary. (On 1979 list). 13.00

Developed as part of a public service campaign to promote "Everyone is a Homemaker" theme. Included is "Crusher Lizowski" poster, showing a burley-looking man in apron. "One Skill" poster outlines reasons everyone needs homemaking skills. "Life Quiz" deals with home survival skills. "The Average Homemaker" poster dispels common myths about homemaking. Could be used to balance existing female-biased materials in consumer homemaking courses. Male focus.

115 Great Opportunity. 1979. Michigan Vocational Resources Center. 15 min. Sound filmstrip. Color. Script. Junior High. 12.00

Uses original art work and up-beat illustrations and music to present vocational education in a sex-fair, sex-affirmative manner. This show will help counselors and teachers in their effort to recruit students into non-traditional training and careers. It provides the idea of "researching" what jobs are like and of taking responsibility for one's own life. Racial/ethnic/handicapper fair. Balanced male/female focus.

116 People Working posters. 1980. Michigan Vocational Resources Center. 18"x24". Color. (30¢ ea. min. order 10). Junior High/Secondary 3.00

Poster depicting the familiar orange construction sign, "men working," in various stages of change, to "men and women workin," and finally, to "people working."

117 Try It, You'll Like It: A Student's Guide to Non-Sexist Vocational Education. 1978. Resource Center on Sex Roles in Education. 57 p. $.60 each, min. order 10. Secondary (On 1979 list). 6.00

Expendable item for individual student use. Contains seven major sections, based on career education model of exploring interests/family roles/the world of work/vocational choices/legal rights. Self-paced, self-explanatory. Could be used in classroom setting. Balanced male/female focus.

118 Turning Points: A Profile of Three Adult Women in College. (n.d.) Perspective Films. 33 min. 16mm film or 3/4 videotape. Color. Postsecondary 504.00 film 380.00 v.t.

Three women are interviewed and filmed who have decided to attend college to become self-supporting or help with financial stresses placed upon them and their families. A supervisor in a department store enters a prenursing program; a single parent on public assistance studies secretarial science; and a middle-class women, living on her part-time income and her husband's disability pension, studies business management. Portrays how career, personal fulfillment, and family life can be sucessfully blended. Race/economic status fair. Female focus.

ITEM NO.		UNIT COST
119	Photos of Men in the Nurturing Role. (n.d.) Women's Action Alliance. Set of eight 8"x10" photos and 16"x20" poster. Black and white. Secondary. (On 1979 list). Photos showing men in care-giving roles: a day care teacher; community volunteers; men in nurseries and child care centers; nurses; sharing child care responsibility with wife. The poster is a series of photos of a grandfather and granddaughter. Race/ethnic fair. Male focus.	5.00

Classroom Activities

120	Expanded Roles in a Changing World. 1978. MOVE, 8 min. Sound filmstrip. Color. Script. Junior High. Through the use of advertisements, media images, and portrayals of men and women in traditional and non-traditional roles, this filmstrip focuses on the changes in social roles, why sex discrimination is unjust, and how sex bias and sex role stereotyping are unfair and damaging. Shows how the move from stereotypic roles in work and home lives helps both women and men. Race/ethnic fair. Balanced female/male focus.	5.25
121	FREESTYLE. 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary Complete set of 13 videotapes designed to increase student awareness of sex, racial, ethnic, and handicapper biases and stereotypes. Balanced female/male focus. (5 tapes described below)	466.00
122	FREESTYLE: Partners. 1979. Los Angeles County Supt. of Schools 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary Story of two young people, Penny and Marcus, who set up a home repair service for spending money. Examines sex bias in female/male working relationships and shows how cooperation can resolve many problems. Balanced male/female focus.	43.00
123	FREESTYLE: Scoop. 1979. Los Angeles County Supt. of Schools. Two - 30 min. 3/4" videotapes. Color. Guide. Junior High/ Secondary. Student newspaper reporters research and write articles on possible sex discrimination in employment practices in their community, and must decide whether the "real" story is discrimination or whether bias, stereotyping, and traditional attitudes have much to do with what jobs women and men hold. Racial/ethnic fair. Balanced female/male focus.	86.00

ITEM NO.		UNIT COST
124	FREESTYLE: Stereotyping. 1979. Los Angeles County Supt. of School. 30 min. 3/4" videotape. Color. Guide. Junior High/ Secondary. A combination of short segments and skits to define stereotyping and demonstrate its limiting effects. Segments include a song and dance number in a stereotyping factory, animation, a basketball game between girls and boys, and short skits of women and men in non-traditional jobs. Balanced male/female focus.	43.00
125	FREESTYLE: Hey, Mom! 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/Secondary. When a homemaker becomes an apprentice machine operator, she meets resistance from her husband and children. The family does adjust to the changes in their homelife, and every member learns from the experience. Female focus.	43.00
126	FREESTYLE: Grease Monkey. 1979. Los Angeles County Supt. of Schools. 30 min. 3/4" videotape. Color. Guide. Junior High/ Secondary. Story of a young girl's summer job as a gas station attendant. Female focus.	43.00
127	Fascinating World of Work. (n.d.) National Career Consultants. 15 min. Sound filmstrips. Color. Teacher's guide. Student worksheets. Secondary. Career specific filmstrips which provide information on training, working conditions, compensation, and other work-related factors. Presents a woman and a man in each occupation, and stresses that students select training and careers on the basis of interests and skills. Looks at one day of work in each career examined, including how work affects home life roles. Balanced male/female focus. Complete set of 16 filmstrips listed below. Used with Michigan Occupational Information System (MOIS):	530.00
128	Fascinating World of Work-Air Conditioning and Refrigeration Repair. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
129	Fascinating World of Work-Automobile Mechanics. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00

ITEM NO.		UNIT COST
130	Fascinating World of Work-Carpenters. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide Student worksheets. Secondary.	34.00
131	Fascinating World of Work-Computer Programmers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
132	Fascinating World of Work-Commercial Art. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
133	Fascinating World of Work-Cook/Chef. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's Guide. Student worksheets. Secondary.	34.00
134	Fascinating World of Work-Dental Hygienist. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
135	Fascinating World of Work-Electricians. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
136	Fascinating World of Work-Hairstylists/Barbers. (n.d.) National Career Consultants 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
137	Fascinating World of Work-Nursing. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
138	Fascinating World of Work-Machinists. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
139	Fascinating World of Work-Plumbers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary.	34.00
140	Fascinating World of Work-Radio/TV Repair. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's Guide. Student worksheets. Secondary.	34.00
141	Fascinating World of Work-Retail Buyers. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary	34.00
142	Fascinating World of Work-Secretaries. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student worksheets. Secondary	34.00

ITEM NO.		UNIT COST
143	Fascinating World of Work-Welders. (n.d.) National Career Consultants. 15 min. Sound filmstrip. Color. Teacher's guide. Student-worksheets. Secondary	34.00
.144	Sex Stereotyping in Instructional Materials and Television Awareness Kit. 1978. WEECN. 50 p. Secondary Guide describes the extent and type of sex role stereotyping and bias that exist in instructional materials and television programs. Provides guidelines for identifying sex bias, including worksheets for students to use in classroom setting. Deals briefly with race/ethnic bias in television programs. Balanced female/male focus.	3.50
145	Career Alternatives. 1979. Michigan Vocational Resources Center. Module/cassette tape/posters. Junior High. (On 1979 list). A five lesson module to help students resist the limitations of sex role stereotypes and plan their careers and lives in accordance with their individual values and skills. Cartoon posters facilitate discussion of stereotypes. Contains camera ready handouts, pre/post tests. Balanced female/male focus.	11.00
146	Expanding Career Options: A Social Science Approach. 1979 Michigan Vocational Resources Center. Module/cassette tape. Secondary. (On 1979 list). A five lesson module exploring the impact of sex role stereotyping on the world of work and individual lives. Contains camera ready handouts, including pre/post tests. Cassette has recorded interviews with woman farm manager, male surgical nurse, woman architect, and a man who is a day care center director. Pilot tested in Michigan. Balanced male/female focus.	7.70
147	New Career Realizations. 1979. Michigan Vocational Resources Center. Junior High. (On 1979 list). A five lesson module exploring sex role stereotyping as it pertains to vocational planning and family roles. Teaches decision-making skills. Helps students match personality traits with job options. Contains camera ready handouts including pre/post tests. Balanced female/male focus.	4.70
	Community Parent Awareness	
148	Cabinets, Carrot Seeds & Computers. 1979. Michigan Vocational Resources Center. 8 p. Secondary Booklets for parents. Excellent for open houses. Describes eight vocational program areas in a bias free manner. Gives parents suggestions for helping their children explore career/job areas without the limits imposed by sex stereotyping of occupations. Race/ethnic/handicapper fair. Balanced male/female focus.	8.75

ITEM NO.		UNIT COST
149	An Equal Chance: A Parent's Introduction to Sex Fairness in Vocational Education. 1978. Michigan Vocational Resources Center. 23 p. - Secondary. (On 1979 list).	1.10
	Booklet for parents of vocational education students. Explains laws applicable to sex equity in vocational education, statistics on men and women's pay, and gives suggestions for action. Balanced female/male focus.	
150	A Student's Guide to Title IX. 1980. Michigan Vocational Resources Center. 10 p. $.50 each, min. order 20. Secondary.	10.00
	Booklet developed by the Office of Sex Equity in Education, Michigan Department of Education. Gives step-by-step explanation of Title IX, and explains what students' rights and responsibilities are under Title IX. Could be used by local Title IX Coordinator to inform students of rights and procedures. Balanced male/female focus.	

If you wish to order additional materials directly from publishers or vendors, the following list is for your convenience.

Equal is Better

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Born Free Training Packets
Freedom for Individual Development
Equity Counseling for Community College Women
New Directions for Rural Women

WEEAP/EDC
55 Chapel Street
Newton, Mass. 02160

Changing Images

University of California
Extension Media Center
2223 Fulton Street
Berkley, Calif. 94720

Turning Points

Perspective Films
369 W. Erie Street
Chicago, Ill. 60601

Expanded Roles in a Changing World

Project MOVE
Dept. of Voc. Tech. Ed.
SUNY College of Technology
811 Court Street
Utica, N.Y. 13502

Sex Stereotyping in Instructional Materials

WEECN
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, Calif. 94103

When I Grow Up

MTI Teleprograms, Inc.
4825 N. Scott Street, Suite 23
Schiller Park, Ill. 60178

A Man's Place

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42nd Street
New York, New York 10036

Different Folks

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

FHA Posters

FHA
2010 Massachusetts Ave., N.W.
Washington, D.C. 20036

Try It, You'll Like It

Resource Center on Sex Roles in Education
NFIE, Room 804-E
1201 16th Street, N.W.
Washington, D.C. 20036

Freestyle

Pat Seeley, Room 250
Division of Educational Media
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, Calif. 90242

Fascinating World of Work

National Career Consultants, Inc.
1300 E. Arapaho Road
Richardson, Texas 75801

Photos of Men in the Nurturing Role

Women's Action Alliance
370 Lexington Avenue
New York, N.Y.

The following materials were duplicated by the Michigan Vocational Resources Center for this dissemination project. Educational agencies are entitled to reproduce these materials.

Those People Really Are Doing Those Jobs

Road Map to Change, 1

Road Map to Change, 2

Great Opportunity

People Working Posters

Career Alternatives

New Career Realizations

Expanding Career Options

Cabinets, Carrot Seeds & Computers

An Equal Chance

A Student's Guide to Title IX

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There are other resources that can be borrowed from the Michigan Vocational Education Resource Center. For further information contact Gloria Kielbaso, 301 Erickson Hall, Michigan State University. East Lansing, MI 48824. Telephone (517) 353-4397. Materials can also be borrowed from the State Library. Ask for the booklet "Sex Equity in Education: An Annotated Bibliography" from the Information Dissemination Service Center, State Library Services, Michigan Department of Education, Box 30007, Lansing, Michigan 48909 (517/374-9637).

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This list of Resource Materials was prepared by the Office for Occupational Opportunity, Vocational-Technical Education Service, Michigan Department of Education.